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ABSTRACT

This survey identified problems encountered by deans and admissions staff from 35 graduate schools regarding a typical undergraduate assessment and reporting procedures such as credit by examination, credit for prior learning or field experience, narrative transcripts, and pass/fail grading. Eighteen of these schools were studied in depth via site visits in order to provide attitudinal and anecdotal information. Graduate school deans and faculty reported that they have not received a great number of nonstandard transcripts or transcripts with nonstandard notation. Nevertheless, when such records do appear in student applications, they cause two major problems: because grades usually are not associated with nonstandard notation, grade-point averages cannot be calculated easily; and information that explains nonstandard notation rarely accompanies the transcripts. Credit by examination, credit for prior learning, and credit for faculty-sponsored field experience cause fewer problems in the admissions process than narrative transcripts, provided the number of these credits is small and not in the student's major field. Narrative descriptions of achievement are problematic because of the lack of a comparative basis for judgment, the uneven nature of the descriptions, and the length of the reports. Survey questions and sample transcripts are appended. (Author/GDC)

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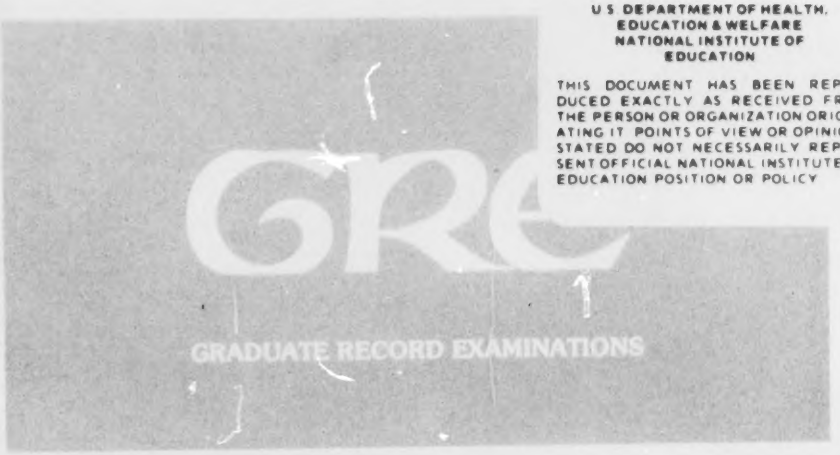

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THE EFFECT OF NONSTANDARD UNDERGRADUATE ASSESSMENT AND REPORTING PRACTICES ON THE GRADUATE SCHOOL ADMISSIONS PROCESS

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Joan S. Knapp
and
I. Bruce Hamilton

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I. Bruce Hamilton, whose diligent attention, competence, and enthusiasm were devoted to this task in full partnership, died on April 19, 1978. The report is dedicated to his memory.

Abstract

This exploratory study was designed to identify and describe problems encountered by graduate school staff and decision makers with respect to such new and perhaps atypical undergraduate assessment and reporting procedures as credit by examination, credit for prior learning, credit for field experience, narrative transcripts, and pass/fail grading. Graduate school deans and admissions personnel at selected institutions were surveyed to determine the nature of student assessment practices and transcript reporting methods that cause difficulties in the selection and admission of candidates with atypical credentials. A subset of representative graduate schools was selected from the survey and studied in depth via site visits in order to describe the problems in detail and gather attitudinal and anecdotal information.

Graduate school deans and faculty reported that they have not received a great number of nonstandard transcripts or transcripts with nonstandard notation. Nevertheless, when such records do appear in student applications, they cause two major problems in the admissions process: (1) because grades usually are not associated with nonstandard notation, grade-point averages cannot be calculated easily, especially if the transcript bears a significant amount of this notation and (2) information that explains nonstandard notation rarely accompanies the transcripts, which makes evaluation difficult if not impossible. Credit by examination, credit for prior learning, and credit for faculty-sponsored field experience cause fewer problems in the admissions process than narrative transcripts, provided the number of these credits is small and not in the student's major field. Narrative descriptions of achievement are problematic because of the lack of a comparative basis for judgment, the uneven nature of the descriptions, and the length of the reports.

PREFACE

This project would not have been completed without the generous cooperation of the graduate school deans, admissions personnel, and graduate faculty from the 35 institutions that participated in the study. They were an unusually committed group of professionals who responded promptly and fully to our mail survey and invited us to visit their institutions for frank and open discussions about the nexus between admissions practices and nonstandard transcripts.

In addition, undergraduate institutions, including those in the Council for the Advancement of Experiential Learning, responded to our requests for transcripts and descriptive materials and offered their comments on how students in their nontraditional programs fared in the graduate admissions process.

Special appreciation is extended to Barbara Goldstein, who assisted in developing the questionnaire and preparing mailing lists and correspondence for the first phase of the project.

Joan Knapp
July 1978

The Effect of Nonstandard Undergraduate Assessment and Reporting Practices on the Graduate School Admissions Process

GREB No. 76-14

Background

Recent developments in undergraduate education have led to changes in some types of materials and information submitted to graduate schools by undergraduate institutions on behalf of students seeking admission to graduate education. Cyril O. Houle (1974) delivered a speech to an annual meeting of the Council of Graduate Schools and described the growing problem of weighing the qualities of candidates for admission to graduate study who come with nonstandard credentials:

> Present admission procedures usually rest on grade-point averages, recommendations written by undergraduate professors, the general reputation of the college which granted the degree, and Graduate Record Examinations scores. Three of these four old reliables seem to be losing their discriminative power. The evidences of undergraduate success may be indicated by combinations of portfolios, mentors' assessments, evaluation committee reports, credits earned in unusual ways, and equivalency examination scores. These certainly cannot be averaged and, to the uninitiated, they cannot even be understood; they add up to an exotic salad of strange fruit.

In recognition of this and other potential areas of mutual interest, a group representing the Graduate Record Examinations (GRE) Board met in May 1976 with representatives of the steering committee of the Cooperative Assessment of Experiential Learning (CAEL) project (now called the Council for the Advancement of Experiential Learning). The main result of the meeting was the participants' agreement that it would be useful to collect pertinent facts about the dimensions of the problem of atypical undergraduate credentials, and any indications of counterproductive trends that cooperation between undergraduate and graduate schools could help ameliorate.

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[1]Representing the GRE Board: Sterling McMurrin (University of Utah), David S. Sparks (University of Maryland), and Herbert Weisinger (SUNY, Stony Brook). Representing CAEL: Morris T. Keeton (Antioch College), Cyril O. Houle (University of Chicago), and William C. Thomas (University of Redlands). GRE and CAEL staff attending included Robert Altman, Joan Knapp, and Warren Willingham. CAEL is an association of 260 institutions joined together to explore and research ways of measuring and reporting student learning acquired outside the classroom.

Introduction

Part of the strength of American graduate schools lies in their ability to attract and select the most able students from among graduating college seniors. Nevertheless, graduate faculty and administrators have periodically urged undergraduate colleges to do a better job in separating the most promising students from the less able. During the 1960s there was a reasonably effective working relationship between the major feeders--undergraduate colleges supplying students--and the graduate schools. Individual institutions with atypical transcript practices (e.g., the University of California at Santa Cruz and Antioch College) occasionally caused problems for admissions committees, but gradually their systems of reporting and recommending students became better understood and their students better appreciated.

Foreign students applying from unfamiliar institutions overseas were and continue to be a problem for admissions committees. Many larger U.S. graduate schools have responded to this problem by assigning specific admissions officials or faculty members responsibility for processing and interpreting foreign applications. As a result, these schools have come to know and trust certain foreign colleges.

One innovation of the 1960s that disturbed graduate schools was the practice of grading only on a pass/ fail or pass/no credit basis rather than on a more discriminating scale. Research indicated that, indeed, extensive pass/fail or pass/no credit grading, particularly in the major field, reduced a candidate's chances for graduate school acceptance and financial award (Schoemer, Thomas, and Bragonier, 1973). The pass/fail option has been chosen less often by undergraduates in the past four or five years.

Although pass/fail may be on the wane, other admission and transcript issues are on the rise, as Dr. Houle predicted. In the early 1970s, the variety of sharply differing institutions, programs, and practices increased and contributed to confusion in the transition of students from undergraduate to graduate education. Several of these new aspects of undergraduate education are part of the nontraditional study movement, and they take many forms, including external degrees, credit by examination, credit for field experience education, credit for prior learning, new curricula, and contract learning.

Aside from the different ways of granting credit, the new institutions and programs, and the broad spectrum of students now in college, there are other trends that may affect graduate schools. One is grade inflation, which is associated with the general finding by educators and researchers that grades are unreliable (see, for example, Warren, 1971). Christ-Janer (1975) claims that

> ...the four-point grade system has seemingly, in effect, become a two-point system with the majority of the students receiving A's and B's. The three-point grade system of Honors-Pass-Fail is not widely accepted. Some evidence would indicate that where it is used, the percentage of those receiving honors would be less than those receiving A's in the so-called four-point grade system. It would appear, therefore, that some greater distinction is made in the three-point grade system than in the four. One cannot deny the abundance of evidence which indicates that the traditional grade system, and even the traditional grade-point average computations, and accompanying rank in class reports, are not as reliable an index as we have assumed they once were. (p. 477)

In his view, the trend toward inflated grades offers a compelling rationale for new assessment and recording practices to more accurately reflect education in atypical settings, student strengths and weaknesses, the nature of learning activities, and resulting competencies.

Another trend discussed by Christ-Janer is the unusual ways in which undergraduate institutions have begun to present their graduates to employers or graduate institutions. Some new transcripts do not contain information about course titles, credits, and grades. Institutions record recognition of noncollege learning in a block of credits under an academic discipline and annotate to show that these credits are for achievements resulting from life learning, prior learning, nonsponsored learning, or noncollege learning.

Recently, various types of transcripts have emerged in response to the need for greater accuracy in reporting college learning. They are referred to collectively as narrative transcripts. Forty colleges, universities, or experimental units that were identified as deviating from the use of traditional transcripts were studied by Forrest, Ferguson and Cole (1975). The investigators found that the use of narrative information varied greatly, and it either stood alone or supplemented usual course information.

There have been some general investigations of how the new trends and existing practices in undergraduate study are viewed by graduate admissions deans and faculty and how the translation of these practices on college transcripts and other evidences of accomplishment affect the processing of applications.

For example, Bailey (1972) reported that:

1. Few institutions used highly nontraditional grading systems.

2. Many undergraduates with nonstandard credentials experienced problems when applying to graduate schools.

3. There was a direct relationship between a student's chances for admission to graduate school and the amount of evaluation on a nontraditional transcript. In 87 percent of the schools surveyed, a student whose transcript was more than half nontraditional had very little chance of being considered for admission.

4. Approximately 50 percent of the institutions that received nontraditional transcripts had unfavorable reactions toward nontraditional credentials; students, however, reacted favorably to having their learning assessed and recorded in nontraditional ways.

5. Undergraduate schools submitting nontraditional transcripts consistently received numerous requests for clarification of their grading systems.

Morishima, Fiedler, and Dickinson (1972) administered a questionnaire to a sample of 180 undergraduate institutions, 1,500 graduate departments at major universities, and 700 organizations and businesses that employed a large number of graduates from colleges in the state of Washington. The study, a preliminary step in the implementation of new grading options at the University of Washington, sought (1) to obtain a reading on how transcript users rated the value of different types of grading systems for evaluating candidates and (2) to estimate the likelihood of admitting or employing candidates with nontraditional credentials.

The study's findings showed a clear preference among graduate schools for high-achieving candidates with traditional credentials from prestigious schools such as Harvard and Yale. Even high grade-point averages (GPAs) from innovative schools were suspect: only 53 percent of the respondents indicated that students who had them would receive priority in admissions. The investigators found that in the case of both traditional and nontraditional records, very few institutions had established policies for evaluating transcripts. They conjectured that this was due to the high degree of flexibility in graduate admissions procedures, a result of the practice of having faculty members within specific disciplines perform the evaluative function for their departments.

With respect to narrative evaluations, Morishima and his colleagues found that only those students who came from highly selective undergraduate institutions would receive consideration equal to that given students with typical records. Over a third of the graduate institutions in the sample would require GRE scores or other test results as corroborating evidence. When queried about credit/noncredit and pass/fail notation, a majority reported a negative attitude toward these grading methods when they comprised the total transcript. (This attitude prevailed regardless of the academic rating of the originating school). All required additional evidence of achievement, such as test scores, letters of recommendation, or interviews. Respondents were willing to accept small amounts (under 25 percent) of nontraditional grading. The least acceptable notation was credit/no entry or pass/no entry.

The two studies cited above represent a first cut into the exploration of problems created by nontraditional transcripts. Both studies used mail survey methods and both had less than 50 percent returns; site visits or interviews were not included in the designs. The research summarized in the present report took a different tack, in that a smaller sample of graduate schools was surveyed and an in-depth investigation was conducted to determine how atypical records of achievement affect the admissions process. The inquiry was directed at those individuals most involved in the selection process, such as graduate deans and departmental faculty.

Purpose of the Study

There are two broad aspects of the transition from college to graduate school that are related to the above discussion: (1) the variety of educational and procedural innovations at the undergraduate level that might be significant factors affecting the graduate admissions decision-making process, and (2) the technical reporting processes (primarily the college transcript), that might also affect decision making.

This study focused upon the second of these two aspects, but gathered some attitudinal and anecdotal data on the first. The primary research question was: Do nonstandard collegiate reporting formats cause major problems in the graduate school admissions process?

Subpurposes of the study were to:

1. Reveal what types of transcripts (e.g., narrative, those with blocks of credit for prior learning) create procedural or processing problems for the graduate schools and departments reviewing them.

2. Indicate how graduate school processing procedures differ for nonstandard credentials.

3. Gather opinions and suggestions from graduate school deans and department admissions committee chairpersons and faculty on what reporting changes might ease the processing difficulties.

Since the first cadre of graduates from nontraditional programs is just now applying to graduate schools, this was a limited, exploratory study. We surmised that the most affected graduate schools were those near innovative undergraduate institutions and those with innovative undergraduate programs on their own campuses. Thus, it seemed logical to select for the study only graduate schools that received applications from students from nontraditional programs and/or schools.

In Christ-Janer's (1975) view:

> ...graduate...schools now have an opportunity to lead the way and to join with the undergraduate schools in working closely to design a process of transition from undergraduate to graduate and professional schools which does encompass the best of all that is obtainable by way of information in order that the ultimate decision may best serve the individual involved, the institution and society. All parties to such a process will have to change--to be flexible--and will have to understand each other's problems and mission and role. (p. 479)

Procedures

The study was designed to gather data through questionnaire and interview methods in a two-phase effort. In phase 1, a brief questionnaire was used to collect data from graduate deans and admissions personnel at a sample of graduate institutions. Phase 2 involved an in-depth case study of schools selected from phase 1 that appeared representative of a larger sample of graduate programs. Interviews were conducted to obtain details of practice and opinion.

Phase 1

The purposes of phase 1 were to identify the types of transcripts most often received, identify major obstacles in the selection and admissions process, and collect suggestions about facilitating the admissions process for students presenting nontraditional credentials.

The CAEL Assembly Directory and files of the Office of New Degree Programs at Educational Testing Service were used in selecting the graduate schools for the study. Thirty-five schools (Appendix A) were selected because that they either had nontraditional programs on their own campuses or were near feeder institutions that were CAEL members or offered nontraditional programs or degrees. It was assumed that these graduate schools were most likely to receive nonstandard applications. In addition, there was an attempt to select schools that, as a group, represented a variety of types of graduate schools (e.g., large [2,000 or more students], small; Ph.D. highest degree, M.A. highest degree; science oriented, humanities oriented).

A questionnaire (Appendix B) consisting mostly of open-ended questions was constructed and mailed to graduate deans with a cover letter from the GRE Board. The questionnaire was to be completed by the deans in cooperation with those individuals most conversant with transcripts flowing through the admissions process.

Phase 2

The purpose of phase 2 was to ascertain, from sample nonstandard transcripts, what types of transcripts were received by graduate offices and departments and to determine what particular factors in these specimens might influence the admissions process. In addition,

the interviews included various questions about undergraduate innovation and admissions processing and selection issues. Anecdotal information that demonstrated respondents' feelings and conclusions about graduate school-related problems was gathered.

Of the 35 graduate schools surveyed in phase 1, 18 schools (asterisked in Appendix A) were chosen for site visits on the basis of the following:

- They received and processed a variety of atypical transcripts (and, perhaps, had devised special systems for processing them).
- They, as a total group, represented graduate education in general.
- They expressed willingness to be case study subjects.

Geography and travel convenience were also important factors in deciding which institutions to visit. Six were in the West, six in the Midwest, five in the East, and one in the South.

Interviews were conducted with graduate deans or assistant or associate deans, admissions office personnel, and department faculty at each site. Altogether, nearly 100 individuals were interviewed.

Faculty from the following disciplines were interviewed:

Psychology - 10	Anthropology - 1
Biology - 3	Humanities - 1
English - 4	Chemistry - 1
Political Science - 2	Physics - 1
Economics - 1	Ecology - 1

Professional school faculty represented the following:

Education - 12	Religion - 1
Business - 11	Architecture - 1
Law - 2	Urban Planning - 1
Social Work - 2	Public Health - 1
Public Administration - 2	Nursing - 1
Library Science - 1	Hospital Administration - 1
Pharmacy - 1	Engineering - 1

Each visit took approximately half a day, and individual interviews lasted, on the average, 30 to 45 minutes.

Two items were used during the interviews: (1) a portfolio containing actual atypical transcripts and (2) an interview schedule (Appendix C). The investigators had accumulated a collection of nontraditional transcripts from institutions included in the CAEL

Assembly and institutions included in the ETS Office of New Degree Program files. Ten transcripts were selected to form a portfolio that was shown to each interviewee. The portfolio contained documents that were totally nontraditional (e.g., a narrative transcript) and student reports that contained atypical notation, such as credit by examination or credit for prior experiences. Four of these transcripts can be found in Appendix D.

Results of the Survey (Phase 1)

A 19-item questionnaire was sent to the deans of 35 graduate schools in December 1976. There was a 100 percent return by March 1977. It should be noted that the questionnaire was completed by individuals in the graduate admissions and/or graduate deans' offices. Therefore, responses reflect these persons' assumptions as to what occurred in individual departments.

General Observations about Applications Involving Standard Records

Descriptions of graduate school admissions processes given by the surveyed institutions revealed a great variety of procedures and organizational arrangements for processing traditional or typical credentials.

For example, among the large state universities surveyed, it is not uncommon for the admissions office to handle both undergraduate and graduate admissions in the first stages. This office gathers specified items of information from the applicants, calculates grade-point averages, and answers inquiries. Copies of application materials are sent to the dean or director of graduate studies, where preliminary evaluations of the applications are made. The folders are then routed to departments, where departmental committees may request additional information or decide, with the information at hand, for or against admission on the basis of standards and procedures they have developed. Folders and recommendations are returned to the dean or director of graduate studies for review and approval.

In some institutions, the application process starts in the graduate admissions office or with an admissions clerk in the graduate dean's office (a slight variation of the process described above). The basic application materials are assembled in the dean's office, the folders are routed to particular programs or departments, and admissions decisions are made; the application folders are then returned to the graduate school office for review and approval of the decisions. Clearly, in both situations the individual program or department is almost autonomous; the graduate school office provides assistance in screening and accumulating information and judges the soundness and appropriateness of the decisions made.

In several small institutions, the graduate deans play a larger role in the admissions process by reviewing applications before they reach the departments and offering recommendations about the students applying. In schools that offer few programs and do not have graduate schools, the undergraduate admissions offices routinely process applications and route them directly to the chairmen of the individual programs or departments.

The most important item of information in an application folder is the official transcript of previous college work. Table 1 shows how the schools surveyed ranked various items of information as to their importance in the admissions process. Institutions were fairly consistent in ranking official transcripts of top importance, but not as consistent with respect to other information, such as test scores and letters of recommendation. However, the table reveals a pattern in which test scores ranked second; letters of recommendation, third; student's statement of intention, fourth. Items and information included in the "other" category by some institutions were interviews, work experience, extracurricular activities, evidence of faculty-sponsored research, and samples of written work. Only one of these--interviews--was ranked of first importance, and then by only two institutions.

Table 1. Application Materials Ranked in Order of Importance by Schools Surveyed (N=35)

	Rank				
	1	2	3	4	5
Official transcripts	80%	20%	0	0	0
Test scores (e.g., GRE, Miller Analogies Test)	0	57%	20%	17%	6%
Letters of recommendation	7%	27%	47%	17%	3%
Student's statement of intention	3%	10%	27%	60%	0
Other					
Interview	7%	3%			
Research					3%
Work experience and extracurricular activities			3%		3%
Samples of written work					3%

In 66 percent of the schools surveyed, a grade-point average was routinely computed in the admissions office and/or graduate school upon receipt of a student's complete transcript record. Only two of the schools used prediction formulas for admissions purposes. Grade inflation was perceived as a problem in 50 percent of the institutions.

General Observations about Applications Involving Nonstandard Records

The majority of the schools reported that the nonstandard transcript problem was either too new or not serious enough to warrant any meticulous record keeping of the amount, types, and sources of nontraditional records received. Items on the questionnaire that related to numbers of nonstandard transcripts received and institutions most often sending these transcripts were left blank on 40 percent of the questionnaires; individuals who answered these items noted that they were giving estimates rather than accurate counts. Therefore, the following discussion of these responses should be interpreted with caution.

Persons responding reported that nonstandard admissions documents accompany between 1 and 10 percent of applications received. Most of the nonstandard credentials come from nearby undergraduate institutions that are either innovative or have innovative programs. In a few of the graduate schools a majority of atypical applications come from the nontraditional undergraduate programs on the graduate schools' campuses. Few graduate deans reported receiving nontraditional credentials from schools outside their geographic areas (e.g., an eastern school getting a transcript from a northwestern school). Responses were not sufficiently detailed to determine whether sending schools are different from those of several years ago.

The departments or disciplines that receive the most transcripts with nonstandard notation are psychology, social sciences, business, humanities, education, and public administration. These are also the departments least affected by nonstandard transcripts. Several respondents noted that in the humanities, arts, and music the portfolio or appraisal of performance has always been important to the assessment of achievement; therefore, a move away from traditional grading practices has not greatly affected these departments. Others commented that departments of public administration and urban studies, psychology, and counseling have few problems with records that give academic recognition to work experience or practicums since these fields encourage the practice of techniques and the accumulation of real-world experience for the purpose of building professional competence. In the field of education, options in the discipline are broad enough to permit a wide selection of specialities and, therefore, records of specific prerequisite study are not crucial in the admissions process.

The departments receiving smaller numbers of atypical applications are the sciences, engineering, and mathematics. In addition, a majority of respondents commented that the science and engineering departments probably have the most difficulty in usefully evaluating nonstandard transcripts. The main explanation offered for the difficulty was that these programs rely on specific prerequisite background, which nontraditional transcripts do not document fully.

According to the respondents, nonstandard notation on transcripts most often becomes a critical factor in admissions when:

1. The program to which a student seeks admission is highly selective.
2. There is a need to assess a student's prerequisite background in the major field.
3. Test scores, such as on the GRE, are low or marginal.
4. Substandard grades appear on the record
5. No explanation accompanies the transcript.
6. Pass/fail, pass/no credit, credit/no credit, or credit by examination notations appear for courses in a student's major field of study.
7. Over 50 percent of the credits on a transcript are not associated with grades.

Reactions to Specific Nonstandard Grading Practices

Respondents were asked to report the magnitude of the problems associated with processing and interpreting nonstandard notation and institutional attitudes about the various types of nonstandard notation. Table 2 shows the degree to which the schools in the study reported problems with various nonstandard notation. Although the percentages in the table are based on only 35 respondents, it appears that for this group credit by examination, credit for noncollege learning, and credit for faculty-sponsored learning cause fewer processing problems than narrative descriptions of achievement and pass/fail grading in major fields. However, it is not clear which notation is most problematic in terms of interpretation. Narrative descriptions and pass/fail grading seem to be more troublesome than the other types of notation. The most frequently reported problem across all types of notation was that there are no grades associated with these credits and, therefore, they cannot enter into the calculation of grade-point averages. If over 50 percent of a transcript contains these credits, respondents said, a grade-point average has little meaning.

Table 2. Percentages of Institutions Surveyed That Indicated Problems with Nonstandard Notation
(N = 35)

	no problems	some problems	many problems	too difficult to use for admission
Credit by Examination				
Processing	70	24	0	6
Interpreting	29	53	12	6
Credit for Noncollege Learning				
Processing	60	24	6	10
Interpreting	30	30	30	10
Credit for Faculty-Sponsored Field Experience				
Processing	70	18	0	12
Interpreting	30	30	20	20
Narrative Descriptions				
Processing	24	48	24	4
Interpreting	6	48	18	28
Pass/Fail Grading in Major Field				
Processing	29	18	25	28
Interpreting	14	24	43	19

Credit by examination. A majority of schools indicated no overly negative reaction to credit by examination. This type of transcript notation leads to few problems in processing and interpreting, especially if scores are reported on the transcript or appear in the application materials. Exceptions cited were cases in which these credits are related to a student's major field or constitute a majority of a student's academic work. Deans were more wary of credits obtained through local, faculty-constructed, nonstandardized examinations because the content of the examinations and the criteria set for passing are not known.

Credit for noncollege learning. A majority of the institutions opposed such notation. One respondent commented that this was due mainly to the fact that such credits are rarely seen on transcripts and are usually discounted or ignored at the outset, especially since his institution has no undergraduate policy for awarding recognition for learning acquired from prior experience. One graduate dean reported that such credits are not useful in defining a student's ability to do scholarly work.

Credit for faculty-sponsored field or work experience. In general, the schools surveyed had few reservations about such notation, especially if applications contain complete descriptions of projects, grading is traditional, and faculty supervision is clear. This type of learning and credit were viewed most favorably by those graduate programs that encourage practical application of skills and knowledge.

Narrative descriptions of achievement. Attitudes toward this type of credit ranged from very skeptical to extremely negative. Major complaints concerning narrative transcripts were that they are time-consuming, nonobjective, unreliable, and impossible to relate to traditional criteria for admission to and success in graduate school. If an entire record were narrative, the departments (if interested in the student) would require an interview or other evidence before making an admissions decision.

Pass/fail grading in major field of study. All schools reported negative reactions toward this type of reporting practice and noted that this was the type of atypical notation they most often received. Such reports give departmental admissions committees no indication of how students can perform in graduate study and are, therefore, useless. If a department is interested in a student, GRE or other test scores are required, even if this is not a regular requirement in the normal application process.

Special Procedures to Accommodate Nonstandard Applications

Few institutions reported specific or elaborate procedures for processing nonstandard applications. This was primarily due to the fact that they receive few nonstandard transcripts or applications, except from foreign students. Therefore, most unusual applications are processed on an individual basis. Foreign transcripts are

usually processed and interpreted according to guidelines and procedures developed by the graduate schools or departments. Highly selective schools or departments have no procedures for American nonstandard transcripts because it is felt that students with such records have little chance of admission; they are generally eliminated early on in the admissions process. In a few schools, nonstandard applications are flagged for special attention by departmental admissions committees, which usually request additional evidence or interviews before deciding whether to admit or reject the candidates. Even when a committee is persuaded by an interview and/or additional evidence to admit an "unusual" candidate, admission is often on a provisional basis or the student is placed on special status.

Trends Observed by Graduate Schools

All 35 graduate schools reported that the number of innovative undergraduate programs in their geographic areas had grown in recent years. On the other hand, a majority of respondents noted a move away from nonstandard reporting practices. Institutions from which they formerly received transcripts with narrative records of achievement or extensive pass/fail reports have shifted to traditional formats; the trend is back to letter grades.

Results of Site Visits (Phase 2)

The interview schedule used in the interviews with department and graduate school personnel is included in this report as Appendix C. The order of reported findings from these interviews follows the order of questions in the schedule. Sample transcripts containing each type of notation were brought to the interviews and used for illustration and discussion.

In reporting the results of the interviews, the term "highly selective" will be used frequently to describe a category of department or institution. The criterion used for this classification was the report by the department representative or graduate dean that the yearly average for admission was about 5 to 10 percent of the total number of applications received. In addition, in cases where an interviewee stated that the department was very small, that it was selective by its own standards, and that there was extensive prescreening of potential applicants, the department was classified as highly selective. About 40 percent of the departments visited were in this category.

There is a slight contrast between findings of the survey and those of the interviews (conducted mainly with departmental faculty responsible for admissions decisions). Overall, the interviews revealed a less negative attitude toward nontraditional transcripts and education and a willingness to consider unusual records of achievement. Faculty

were apt in certain cases to make an extra effort when considering unusual credentials (e.g., calling faculty at the student's sending school, inviting the student for an interview, applying different and more subjective standards). Clearly, much depends on the selectivity of the graduate school and the department.

Another general finding from the interviews is that highly selective schools and departments are concerned and confused about nonstandard notation and apt to reject unusual applications early in the admissions process. They would, however, reserve a few for special consideration (e.g., a student with exceptional accomplishments or one who comes from a prestigious undergraduate institution). Less selective schools, on the other hand, might keep unusual applications flowing through the admissions process and be more favorably disposed to nontraditional students; however, they would make admissions decisions without any specific criteria in mind.

A major complaint expressed by all interviewees who were associated with the graduate schools was that few unusual transcripts are accompanied by any explanation of transcript notation or of the special degree programs in which the students participated. Because the staff involved in screening does not know what the records mean, they cannot answer questions from departmental faculty concerning the notations without calling or corresponding with the registrars at the sending schools.

Credit by examination. Interviewees expressed differing attitudes toward transcripts that carry many credit-by-examination results. The science fields in highly selective schools reported that exam scores in place of courses are useless and damaging on an applicant's record. Also, there was much concern expressed about the utility and comprehensiveness of the examinations used. Faculty felt that standardized examinations cannot capture the full essence of what was learned in the lab or classroom.

Several department representatives in social science fields said that credit by examination on a transcript is acceptable if the scores can be readily interpreted and a traditional letter grade can be assigned to a score. In addition, the percentile ranks, as well as the raw scores, on such standardized examinations as CLEP and CPEP, were considered advantageous. It should be noted that the more familiar the faculty member or dean was with existing standardized examinations, the more likely that person was to show confidence in the test results.

Faculty expressed more confidence in teacher-made challenge examinations or end-of-semester examinations administered to independent students than in standardized, widely administered instruments. Deans and other administrators, on the other hand, had little confidence in faculty exams, more in testing agency exams.

In highly selective graduate schools and departments, large amounts of college credit by examination were said to be detrimental

to the chances of admission. The attitudes expressed by faculty ranged from derision to skepticism; those of administrators were less critical. A scattering of challenge examinations given by faculty to "superior" students were favored by some as evidence that these students were "better" than the average student, but the inclusion of a large number of credits obtained from national tests was felt to be evidence of a weak rather than a strong student. All felt, however, that it is helpful to include at least percentile ranks with test scores, together with an explanation of the composition of the norming population. In less selective departments, credit by examination was not as worrisome as other types of notation, such as narratives and pass/fail grading.

Credit for prior learning. There was great confusion among faculty with respect to the granting of credit for experiential learning acquired prior to admission to an undergraduate program. Faculty in several schools reported that they had never seen this type of notation. Some did not understand it, confusing it with field work or independent study. Also, the credit-for-prior-learning sections on the various transcripts shown to the respondents were viewed differently by different institutions. Overall, the general reaction among those who represented highly selective graduate schools was, "we ignore what we don't understand," in the words of one dean of engineering.

Those who did understand the process of validating prior learning felt that some credit earned this way would not be harmful to a student's chances for admission, particularly if the learning being validated was in general or liberal studies subject areas, rather than specific knowledge in a discipline. If enough traditionally graded course work was represented on a transcript to yield a grade-point average or quality-point average in the major field, experiential credit represented only a curious anomaly quickly passed over. In fields that emphasize prior field work or professional experience as desirable elements for applicants, however, credit notations accompanied by relatively complete descriptions of the activities that led to the granting of credit were, in some cases, considered quite advantageous to the student.

The least favored notation was something on the order of "credit for prior experiential learning--general chemistry--6 units--pass." Not knowing what led to such credit, how it was evaluated, or what standard of accomplishment warranted six units instead of four or eight left the graduate admissions officials bemused. On the other hand, some favor was expressed for the sample transcript shown to interviewees that included the name of the faculty member who evaluated the learning and assigned the credit. Most respondents preferred transcripts that went further, indicating the type of activity involved, its duration, the method of evaluation, and the extent of faculty involvement in the credit awarding process. Such notations, while relatively complete, do not ensure that the student carrying the credit will receive favorable treatment by the graduate admissions staff. They do, however, tend to reduce skepticism.

Field or work experience. Highly selective departments and schools were not concerned about evidence of field or work experience in a college transcript. If the work experience is related to the major field or has contributed to the professional preparation of the student, such evidence is welcome. However, representatives of the highly selective programs also said that, in cases of large amounts of credit given for either work or field experience, the sending institution might be suspected of lacking standards or sense.

Several of the department representatives pointed to the fact that their disciplines or schools rely heavily on field experience in master's or doctor's programs, and in some cases urge students to gain practical work experience as a leavening experience if they plan to emphasize the theoretical aspects of a discipline in graduate school.

The general attitude, then, was that little alarm or concern is usually expressed about applicants with evidence of field or work experience on their transcripts. In many cases, field experience is difficult to identify from the transcript alone, for many systems do not clearly show field work as separate from regular course work.

It should be pointed out that, during the interviews, faculty from highly selective programs often initially indicated that evidence of field or work experience was ignored or dismissed as unimportant (the "mind set" produced by earlier questions about credit by examination and pass/fail grading was overwhelmingly negative). However, on second thought the respondents usually revised their evaluation and began to speak approvingly of the idea of faculty-sponsored field or work experience, particularly if the institution in question was "sound" (though they wondered if it were wise to give grades and credits for such activities). One faculty person remarked, "Practical experience is helpful and a 'plus' for the student, but it should be 'off the record'." In less selective schools, faculty preferred that such learning activities be recorded officially and graded.

Narrative transcripts. During the institutional visits, interviewees were shown two types of narrative transcripts: a compendium of faculty evaluations and a listing of competencies achieved. Faculty in both hard science and social science departments tended to disparage narrative records. Large departments cited the lack of time to thoroughly read the compendium reports. They felt the lack of a comparative basis for evaluation harms an applicant carrying either type of narrative.

Smaller, less selective departments with fewer than 100 applicants could more easily deal with narrative transcripts, but, again, noncomparative data was considered detrimental to an application. One dean of social sciences said he "wouldn't read this stuff," and another graduate school dean felt narrative descriptions of achievement were "generally used to mask a weak college." Several interviewees wondered how undergraduate institutions could bear the cost of reproducing and mailing such compendiums. On the other hand, a faculty

member from a highly selective graduate program in biology said that narrative transcripts might be rather helpful in the sciences, and an economics professor was quite enthusiastic about the listing and evaluation of competence.

Several department faculty members expressed interest in competency-based programs and records. Few were opposed to the philosophy behind such systems, but they cited problems in interpreting information and finding a common standard by which both nontraditional and traditional applicants could be judged.

According to interviewees, the primary difficulty with the compendium of faculty reports is the lack of comparative bases for judgment and the uneven nature of the reports. Some faculty suggested that some sort of ranking notation, such as "with honors," would be helpful in the decision-making process.

In summary, narrative transcripts were found to be clearly inhibiting factors in those departments that are highly selective. As one dean reported, "It's too bad colleges fail to rate students [on a traditional scale] since students pay the price." A psychology faculty member commented that undergraduate institutions are performing a disservice to students by issuing such reports since faculty cannot be sure of the students' qualifications. He added, "I can't evaluate this transcript."

Pass/fail or pass/no credit grading. All departments and schools registered the strongest criticism against the practice of pass/fail grading or its sister notations, pass/no credit or no record and credit/no record. There was consensus that the greater the number of undergraduate courses carrying this type of notation, the greater the scepticism about the student, regardless of the prestige of the sending school. Transcripts that do not provide any means by which the quality of the work accomplished can be judged were, in the words of one graduate school administrator, "pure trash." At this point the graduate school can only use the transcript to demonstrate that indeed the student was graduated, and that certain courses were "passed." Interviews revealed that this type of notation is the kind appearing most often on nontraditional transcripts.

GPA: Is it computed? The department and/or the graduate school invariably computes a grade- or quality-point average for every applicant when this is possible. In some institutions the graduate school admissions office will routinely do this computation according to some formula set as policy by the graduate school; in other institutions the departments will do the computation according to their own needs. For example, the graduate school may compute a GPA based upon all graded work taken beyond high school in order to determine whether the student meets the minimum standard allowable under admissions policy. However, a highly competive physics department, for example, may then recompute a GPA based upon mathematics and science courses taken in only the junior and senior years.

In departments and schools that can admit few students from the total applicant pool, an initial screening occurs as a result of typical procedures. If a student looks quite promising but bears a narrative transcript, a letter or a telephone call may go to the undergraduate college to get a reading on an unofficial evaluation of the student. Faculty who are known on the undergraduate campus may be called; in other cases, the college registrar or dean may be asked for a "grade-equivalent" rating over the phone.

It appears that the practice of calling an undergraduate faculty member or administrator is more likely to occur in a private graduate school than a public one, and more often in smaller departments and schools than in larger ones. The very small, very highly rated departments in privately controlled institutions seem to be most likely to engage in off-the-record discussions with other institutions about candidates. However, all these efforts are expended on a few unusual applications. In graduate schools that are less selective, a greater number of nontraditional applicants are given this special attention.

What happens in admissions committee meetings? Highly selective departments tend to have somewhat more formalized and sophisticated admissions procedures than do less selective departments. In one department, for example, each application folder may be processed by the department staff for completeness, GPA computation, and a success prediction formula computation that uses grades, GRE verbal and quantitative scores, and GRE Advanced Test scores. The folder is then passed on to the faculty committee, where it is read by no fewer than three faculty. Each rates the application on a scale of 1 to 10 and indicates whether he or she would be willing to act as advisor to the student were the applicant admitted. The folders of borderline candidates are read by other faculty in the department and interviews may be required.

Faculty look for several indications of quality beyond the prediction formula result, for example: Will this student be successful in our program? Will the student represent the department well if he/she earns our degree? As one faculty member put it, "We want to get reflected glory from our graduates." Finally, the faculty looks for evidence that the student has staying power, or shows some evidence of commitment to the field. One dean said, "Each faculty member may tend to look for a different piece of evidence in which he has confidence--a startlingly high GRE, an institution with which he is familiar, or a student statement which grabs him, but at bottom he wants to find a student who looks and acts just like he looked and acted when he applied to graduate school."

Special considerations, such as minority status, a unique relationship with faculty or the institution, the student's ability to finance the full cost of his or her graduate education, or the like, are other factors that influence the decisions of committees in highly selective programs. It is often the chairman or dean who must make the case and push through a particular candidate because of special circumstances,

but since there are presently no social and legal pressures concerning students from innovative programs or those carrying credentials that differ from the norm, there is no reason to upset the usual procedures. "What happens is that admissions committees are looking for reasons to turn down an application," one respondent stated. Unconventional undergraduate reporting practices may be one of the reasons a student is turned down by a highly selective department.

How important ARE transcripts? In an attempt to elicit more subtle judgments about the relative importance of transcript information as compared to other data about candidates, this question was asked of all respondents. There were widely divergent responses. Among faculty and administrators in highly selective departments and schools, most felt that the transcript is very important. Its value lies not in the form of the notation so much as in the existence of any clues that might lead to a rejection. Since highly selective schools are doing more rejecting than admitting, such clues can be crucial.

When a graduate school suspects that a student's grades do not accurately reflect academic ability--or when there is a preponderance of pass/fail, pass/no entry, or credit/no credit notation--a heavy reliance on such other documents as score reports and letters of recommendation results. When the discrepancy between grade-point average and test scores is great or when there are few grades on the transcript, many departments stress test scores when making admissions decisions.

On the other hand, if nothing extraordinary is noted in a quick reading, and if the courses taken and grades received look similar to those found on many other transcripts in the applicant pool, the transcript becomes unimportant to the final decision. Deans and other administrators, and department staff who must determine minimum eligibility, look for the basic data to make these kinds of determinations; but the final decisions often rest with committees or designated department faculty members who may not care to look too carefully at the formal documents submitted. They may be primarily concerned with interview results, the student essay, or letters of recommendation. Some put great stock in test scores. Thus, in many cases, once the initial basic hurdle is cleared and the student becomes an active member of the applicant pool, the transcript may well be a low priority piece of information.

What is thought about the current system? All interviewees were asked for their attitudes toward the standard set of information commonly used for admissions purposes and were invited to suggest desirable improvements. About a third of the respondents expressed satisfaction with the current system; the other two-thirds gave answers reflecting everything from mild criticism to great dissatisfaction. The highly selective graduate schools and departments tended to be most dissatisfied. One department chairman said, "Our current criteria

are lousy. No matter how rigorous the system, you still make mistakes. Since the system is so fallible, we tend to look for crutches to help us, as, for example, if the applicant is from a well-known and trusted college."

Many of the highly selective departments were interested in personality traits that might indicate whether a student would gain acceptance in the department environment or fit in well with the social expectations of the discipline or professional field. Such traits are hard to determine from traditional criteria and evidence. Other departments were interested in a way to gauge the degree of professional commitment to the field.

When asked what could replace the standard criteria and evidence, or what might be an improvement, most respondents could offer little in the way of new ideas, but there were numerous suggestions about needed refinements. Many would like to require interviews if this were possible or practical, knowing full well that interview impressions are as fallible as other data. Some complained about the inadequacy of most transcripts in clearly indicating the content of courses listed. (In some cases even the department or school is indecipherable from the abbreviated notation provided; in others a course title is ambiguous or meaningless.) Respondents from highly selective departments said there is a need to look at the content of the college program (though, as we have seen, most admissions committees spend little time going over transcripts in detail).

A common theme in most departments was concern with the problem of "grade inflation." Grades have become, in the words of one faculty member, "a mushy variable." Some faculty apparently still grade according to traditional criteria; others pass students along with grades unrelated to performance. Some institutions have the reputation of tending to grade high or low. The addition of a rank in class beside the traditional mark was mentioned by many respondents as a welcome change. Several respondents also said an indication of the percentage of As through Fs given by the sending institution would be helpful. One dean of the graduate school at a highly ranked institution described the following ideal process:

1. There should be a full description of the sending institution, including the mean verbal and quantitative scores of entering freshmen on the college's chosen enttance test. The description should include the institution's educational "philosophy."

2. A full description of the sending department or committee in charge of the student's major field should be given. Where possible, the ranking of that department in its field would be helpful.

3. Each course taken by the student should be clearly identified as to sponsoring department, course content, and level (freshman, etc.) of the work required. It might even be helpful to name the faculty member in charge of the course, so trusted colleagues at the undergraduate college might be identified.

4. The grade given for a course should be as meaningful and specific as possible. (This respondent favored a 1 to 100 grading system). The mark should correspond to the intellectual achievement of the student. A second mark might convey other types of information, such as level of effort or other "soft" observations.

5. The transcript should be arranged in chronological order, with each term and school year clearly identified, and with a term grade average, a year grade average, and a cumulative grade average shown in identifiable places.

6. A narrative summary of the student's strengths and weaknesses might well be provided by the student's advisor, if the student has been in residence long enough. Special talents or experiences could be noted here, including any work experience and extracurricular achievements.

7. A clear legend to interpret the meaning of the marks or grades given must accompany the transcript.

8. High school class rank and entering SAT scores should be on the transcript.

9. A student who carries nontraditional credentials that fail to provide the specific data required should be evaluated by some outside agency to determine estimated grade-average equivalents of the student and his or her academic rank in relation to some national norm of entering graduate school students.

10. The transcript should be clean, readable, and simply laid out.

While few of the respondents from highly selective graduate schools would agree totally with this list of requirements, they would agree with its spirit: to provide graduate admissions personnel with enough cogent data to enable admissions selections on a quantitative basis.

Summary of Findings

1. The amount of nonstandard notation and number of nonstandard transcripts received by graduate schools do not seem as great

as might have been expected from Cyril Houle's prediction. The exception to this is that pass/fail notation continues to appear on a large number of transcripts (although the study did not determine whether it appears as often in major field of study as it did in the 1960s). The exact number of nonstandard transcripts received by various schools and departments cannot be determined since graduate schools do not routinely keep such records.

2. The three major problems associated with nonstandard notion in the admissions process are:

   a. GPAs cannot be calculated easily from transcripts bearing a significant amount of nonstandard notation since grades are not usually associated with these credits. (The GPA is the most frequently used criterion in graduate admissions.)

   b. Explanations of nonstandard notation (or the nontraditional programs and degrees that produce such notation) rarely accompany transcripts.

   c. Nonstandard transcripts, especially those with narrative descriptions, are too lengthy to be useful and practical for admissions decisions.

   Because of these problems admissions faculty are hesitant to take a chance on a student who bears such credentials since they feel less sure about this student's ability than about the ability of those who have traditional records.

3. Findings related to specific notations are:

   a. Credit by examination

      This type of notation is not a major problem, provided a large number of these credits is not found on the transcript, especially in the student's major field. The inclusion of scores and percentile ranks on the transcript would be helpful in admissions decisions.

   b. Credit for prior learning

      This type of credit seems to appear infrequently, and graduate faculty are somewhat confused as to what it means. Again, if there are few such credits on a transcript and they are not in a major field, they do not cause a problem. However, if the major field is one that emphasizes professional experience or practicums, such credits in the major field can be considered an advantage.

c. Credit for faculty-sponsored field or work experience

Few problems are noted with this type of notation, especially if there is some documentation, such as a description of the project and grades. However, some faculty feel that learning from these experiences should be included in the student's application as a special accomplishment and not entered on the official transcript.

d. Narrative descriptions of achievement

Lack of a comparative basis for judgment, the uneven nature of the reports, and the sheer size of the reports are characteristics of narrative transcripts that cause problems in the admissions decision-making process. Yet, faculty are less troubled by narrative transcripts consisting of competency statements than by those containing extensive faculty evaluation reports. Faculty report that they would require additional information or an interview if a student being considered presented a lengthy narrative transcript with little comparative information.

e. Pass/fail grading in major field of study

This type of notation is perceived as quite problematic since credits recorded in this fashion do not give faculty any means by which they can judge the quality of the work accomplished. Therefore, many departments that do not ordinarily require GRE scores in the major or related fields would require them of students with numerous pass/fail credits. The general consensus is that institutions are doing students a disservice by making such an option available.

4. Few special procedures for processing and interpreting nonstandard transcripts have been adopted officially by graduate schools or individual departments. (Foreign transcripts are an exception.) Informal procedures include interviews with candidates and communication with faculty and registrars in sending schools. However, faculty are less apt to use these procedures if the department or school with which they are associated is highly selective.

5. In general, faculty would like nonstandard reporting practices to become more "standard" since traditional notation is easier to interpret for admissions decisions. Nevertheless, faculty are not entirely satisfied with a system in which grades and test scores are the major items of information used in the admissions process.

6. Graduate deans and faculty have few suggestions regarding reporting practices that might ease the problems caused by nonstandard transcript notation.

The heart of the matter, it seems, is that different mental sets or basic attitudes about undergraduate education are at work. Graduate school faculty and admissions personnel think a college is obliged to tell them which graduates are ready for more concentrated graduate work, and which are less ready. The apt student who is swift of mind and serious about academic accomplishment should somehow be flagged for graduate schools; the others can be handled in any number of ways, so long as graduate schools are made aware that they are "not ready." Undergraduate institutions that use atypical transcript notation extensively are saying undergraduate education is a personal matter not a selection matter. The institution is the learning facilitator, keeping records of progress as much for the student as for anyone else.

These two visions of undergraduate education are at odds in the transition phase for the individual student. Students who are denied admission to highly selective graduate programs because their institutions have failed to communicate clearly and appropriately to the receiving schools are the victims; what is best for individual responsibility and for learning may be detrimental to aspirations and career. The student who has no grades or other evaluative material about performance in his or her major undergraduate field, and about whom the college does not keep a separate, more standard record of academic accomplishments, has little chance for admission to a highly selective graduate school. "We just don't have the time or, really, the inclination to go back to the student's college, call them up, and find out what this student is really like," said one dean. "If we had more places, and could take a lot more students, well, then we might take a chance. But if we have only 15 places, 15 assistantships to give each year, and 300 highly qualified students with 3.7 averages apply, you can see where this leaves us."

A handful of pass/fail courses, credit for noncollege learning, or credit by examination in the first two years of college--and in nonmajor subjects--will do little harm, but students should be forewarned about presenting totally ungraded information to competitive graduate departments. Less selective departments or schools are equally concerned, but will make the extra effort to ascertain the quality of students by phone calls or correspondence to the sending institutions.

Implications of the Study

1. Undergraduate institutions that generate unusual transcripts are obliged to communicate with graduate schools (before the graduate schools contact them) for two reasons: (1) to inform receiving institutions about the nature of their

educational programs and the resulting assessment and reporting practices (memos accompanying the transcripts and/or explicit program materials) and (2) to determine ways in which their reporting can be modified and improved to facilitate a smoother transition for their students.

2. Graduate schools should be encouraged to set up record systems for the purpose of accumulating explanatory materials about the various nontraditional programs represented by applicants sending atypical transcripts. Sample transcripts should be included in the file. In this way, for example, if a graduate school received a transcript and explanatory materials from a particular institution, the next time an application was received from the same school admissions personnel would have a reference file from which they could summarize the program and evaluate the notation for the various departments. Also, the departments could have access to the file.

3. Undergraduate and graduate schools need to obtain accurate readings on how many students applying to graduate school have nonstandard transcripts or transcripts with standard notation, whether they are admitted, how they are admitted (e.g., special procedures, provisionally), where they are admitted, their success after admission, and their major fields of study. Such information would provide a more accurate picture of what is happening in terms of movement of students from one level of higher education to another and would help both parties decide whether nontraditional education prepares students for graduate study and whether graduate schools should adapt their admissions procedures to accommodate nonstandard credentials.

4. Nontraditional undergraduate institutions should inform students who wish to enroll in selective graduate schools and departments that they may have difficulty in gaining admission to the schools of their choice. Furthermore, it may be wise to have an alternate, more traditional reporting track available to these students.

5. If there are increases in the amount of nonstandard notation and the number of nontraditional transcripts received by graduate schools, graduate faculty should develop procedures for processing such reports. Many large graduate schools have specific procedures for processing and interpreting foreign academic credentials, usually with one faculty person or admissions officer responsible for the evaluation. It would seem that such a system could be adapted for processing nonstandard credentials granted in this country.

Registrars are particularly vulnerable to the confusion arising from the variety of standards and practices used today and find themselves

on the firing line in that they are called upon to explain transcript notation and their institutions' programs. They do not consider themselves policy makers, conditions in their domain sometimes force them to set patterns that seem appropriate but may not take all interested parties into account. The Nontraditional Education Committee of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) has made great strides in collecting information about nonstandard recording practices and publishes each year a listing of colleges and universities with nontraditional grading systems; however, this study points to the need for AACRAO and the committee to take a stronger lead.

It seems clear that organizations such as AACRAO, CAEL, and the Council of Graduate Schools must move beyond a limited concern with notation or transcript processing problems and concern themselves with the connection between nonstandard notation and such major educational issues as the newer assessment procedures and the educational philosophies behind many nontraditional degrees and programs.

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Appendix A

Institutions Participating In the Study

ARIZONA

*University of Arizona

Public; 29,114 total, 6,250 graduate; 1/1**; all fields; doctorate.

CALIFORNIA

*Claremont Graduate School

Private; 1,354 total and graduate; 4/1**; most programs in arts, humanities, and social sciences, few program in sciences and math; doctorate.

*Pepperdine University

Private; 4,847 total, 1,019 graduate; equal number of full- and part-time; programs in social sciences, humanities, other programs offered at Malibu Campus; masters.

*University of California, Los Angeles

Public; 31,234 total, liberal arts and general; doctorate.

*University of the Pacific

Private; 6,000 total, liberal arts and education; doctorate.

*University of Santa Clara

Catholic; 6,794 total, 3,455 graduate; 2/1*; interdisciplinary degrees in biological sciences, humanities, programs in engineering, information science, few programs in social sciences; doctorate (small number granted).

COLORADO

University of Northern Colorado

Public; 11,110 total, 1,705 graduate; number of full time not indicated; variety of programs in all fields; doctorate.

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*Site visit

**Ratio of part-time to full-time students

FLORIDA

*Florida International University

Public; 9,600 total, 940 graduate; 2/1**; programs in social sciences, education, and public and allied health, no programs in sciences and humanities; master's.

ILLINOIS

*De Paul University

Private; 10,010 total, 2,348 graduate; 2/1**; all fields; doctorate (small number granted).

*Roosevelt University

Private; 6,953 total, 2,526 graduate; 5/1**; all fields; master's.

*Southern Illinois University

Public; 11,387 total, 2,334 graduate; 8/1**; all fields; master's.

*University of Illinois

Public; 35,045 total, 8,199 graduate; all fields; doctorate.

LOUISIANA

Tulane University

Private; 9,048 total, 926 graduate; 3/2**; all major fields; doctorate.

MASSACHUSETTS

University of Lowell

Not listed in Higher Education Directory; 6,860 total, 1,165 graduate; 5/1**; largest number of programs in physical sciences, arts, humanities, smallest number in social sciences; doctorate (small number granted).

University of Massachusetts

Public; 24,235 total, 5,176 graduate; 2/1**; all fields, doctorate.

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*Site visit

**Ratio of part-time to full-time students

MICHIGAN

Michigan State University

Public; 43,459 total, 7,922 graduate; number of full-time not indicated; variety of programs in all fields, doctorate (large number granted).

MINNESOTA

*University of Minnesota

Public; 46,453 total, 7,583 graduate; majority are full-time; variety of programs in all fields; doctorate (large number granted). Might consider St. Thomas University or Mankato State as alternate or additional school for mail survey.

MISSOURI

*St. Louis University, St. Louis

Catholic; 11,084 total, 2,201 graduate; 2/1**; all fields; doctorate.

NEW JERSEY

Rutgers University, New Brunswick Campus

State; 44,469 total, 5,489 graduate; 2/1**; variety of fields; doctorate.

NEW YORK

*Adelphi University

Private; 9,428 total, 4,244 graduate; 7/1**; all fields but fewest programs in biological and health sciences; doctorate.

College of New Rochelle

Private; 2,867 total, 951 graduate; almost all part-time; inter-disciplinary graduate programs; master's.

Fordham University, Bronx and Lincoln Center

Private; 14,211 total, 3,075 graduate; 10/1**; all fields, doctorate.

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*Site visit

**Ratio of part-time to full-time students

NEW YORK (Cont'd)

*Hofstra University

Private; 11,129 total, 4,925 graduate; 10/1**; all fields; interdisciplinary degrees, smallest number of programs in arts and sciences; doctorate.

Long Island University

Private; 7,006 total, 3,528 graduate; 8/1**; all fields, but smallest number of programs in physical sciences, arts and humanities; doctorate, but small number in these programs.

*Pratt Institute

Private; 4,613 total, 1,140 graduate; 2/1**; mainly computer and information science, art, architecture, library science; master's.

*Queens College

City; 28,997 total, 4,426 graduate; 10/1**; all fields; master's.

*SUNY, Stony Brook

State; 12,134 total, 4,863 graduate; 2/1**; all fields, fewest programs in art and humanities; doctorate.

Syracuse University

Private; 14,770 total, 4,330 graduate; 2/1**, variety of fields, fewest programs in biological and health sciences; large number of doctorates granted.

OREGON

Southern Oregon College

Public; 4,492 total, 3,660 graduate; special interdisciplinary graduate programs and education; master's.

PENNSYLVANIA

Drexel University

Private; 8,679 total, 1,934 graduate; 4/1**; largest number of programs in engineering, physical sciences, and library science, interdisciplinary degrees in biological sciences, arts, humanities, social sciences and education; doctorate.

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*Site visit

**Ratio of part-time to full-time students

PENNSYLVANIA (Cont'd)

Lehigh University

Private; 6,000 total, 2,141 graduate; 2/1**; most programs in engineering and physical sciences, smallest number of programs in biology, arts and humanities; doctorate.

Temple University

Private (state-related); 30,675 total; doctorate.

Villanova University

Catholic; 9,267 total, 2,994 graduate; 10/1**; programs in English, physical sciences, engineering, biology, education, and limited number of programs in social science; doctorate (very few granted).

TEXAS

East Texas State University

Public; 9,238 total; 2,933 graduate; 4/1**; largest number of programs in social sciences and education; doctorate (comparatively small number granted).

VIRGINIA

Old Dominion University

Public; 12,900 total, 2,994 graduate; 10/1**; programs in English, physical sciences, engineering, biology, education, and limited number of programs in social sciences; doctorate (very few granted).

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*Site visit

**Ratio of part-time to full-time students

Appendix B

NONSTANDARD TRANSCRIPT STUDY
Educational Testing Service
Princeton, New Jersey

This questionnaire seeks to elicit from you any problems arising from processing and interpreting nonstandard transcripts and conventional transcripts with some nonstandard notations that you may receive from prospective graduate students.

Standard transcript can be defined as that transcript which lists course titles, credits, scaled grades, and perhaps honor or quality points.

Nonstandard transcript refers to that which departs from standard reporting in one or more of the following ways: credit by examination with "pass" or "credit" notation, credit for non-college prior learning without course equivalency or scaled grade, credit for faculty sponsored field or work experience, narrative descriptions of learning and achievement, or pass-fail grading in the major field of study.

Information provided on this questionnaire will not be specifically identified with any institution unless permission is requested and granted in writing.

Name of institution _____

1. Describe normal admissions procedures into the graduate school. (Do not include procedures used by professional schools if they are different from those used by the graduate school.) Your description should include answers to the following questions: who receives applications, who evaluates applications, and what documents are required for admissions processing.

2. Rank the information contained in application folders from most to least important in making admissions selections.

   _____ letters of recommendation

   _____ student's statement of intention

   _____ test scores (GRE, Miller Analogies, etc.)

   _____ official transcripts of college work

   _____ other (specify)

3. Does your admissionsstaff routinely compute a grade point average for all applicants?

4. Does your school use a prediction formula for admissions purposes?

5. Do you find the reported phenomenon of "grade inflation" to be a problem? If so, please describe.

6. Approximately how many undergraduates with nonstandard transcripts or admissions documents have applied to your graduate programs in the last 3 years?

7. From what institutions do most of these students currently come?

   1. _____

   2. _____

   3. _____

8. From what institutions did they come 3 years ago, if different from question 7?

   1. _____

   2. _____

   3. _____

9. Which types of atypical notation on transcripts have you received:

_____ credit by examination

_____ credit for noncollege learning (e.g., work experience, volunteer work, travel, noncollege course work)

_____ credit for faculty sponsored field or work experience

_____ narrative descriptions of achievement

_____ pass-fail grading in major field of study

_____ other (specify)

10. In what situations does nonstandard notation on transcripts become a critical factor in the admissions decision?

1. _____

2. _____

3. _____

4. _____

11. Which departments or schools receive the most transcripts or applications with such atypical notations?

1. _____

2. _____

3. _____

12. Which departments or schools receive the least?

1. _____

2. _____

3. _____

13. To what extent have you found there are problems in processing and interpreting the information in nonstandard notation compared with standard notation?

Type of Notation		No Problems	Some Problems	Many Problems	Too difficult to use for admissions	Describe major problems for this category
a. Credit by examination	Processing					
	Interpreting					
b. Credit for non-college learning	Processing					
	Interpreting					
c. Credit for faculty sponsored field or work experience	Processing					
	Interpreting					
d. Narrative descriptions of achievement	Processing					
	Interpreting					
e. Pass-fail grading in major field of study	Processing					
	Interpreting					
f. Other (specify)	Processing					
	Interpreting					

14. What special procedures, if any, have you found it necessary to introduce in order to accommodate these nonstandard transcripts?

15. Can you judge which departments and schools at your institution would have the most difficulty in usefully evaluating nonstandard transcripts for admission?

1. _____ Why? _____
2. _____ Why? _____
3. _____ Why? _____

16. Which would be least affected by nonstandard transcripts?'

1. _____ Why? _____
2. _____ Why? _____
3. _____ Why? _____

17. How would you describe the basic reaction of your institution's graduate admissions staff to the following nonstandard grading reports compared to standard transcripts?

a. credit by examination _____

_____

b. credit for noncollege learning _____

_____

c. credit for faculty sponsored field or work experience _____

_____

d. narrative descriptions of achievement _____

_____

e. pass-fail grading in major field of study _____

_____

f. other (specify) _____

_____

18. Have you observed any trends concerning the following:

_____ ways in which your institution processes and interprets atypical admissions materials? Explain:

_____ ways in which feeder institutions report undergraduate achievement? Explain:

19. Would you be willing to have a site visitor on campus for a series of interviews for the purpose of a case study?

Completed by _____

Title _____

Institution _____

Date _____

Questions regarding this questionnaire may be directed to:

Joan Knapp (609) 921-9000, Extension 3177 or Bruce Hamilton (609) 921-9000, Extension 3386

Please return no later than December 1, 1976 to: Nonstandard Transcript Study Director
P-257
Educational Testing Service
Princeton, NJ 08540

Appendix C

Interview Schedule

Date: Name:

Position:

Institution:

I am from Educational Testing Service, which is engaged in a study of the problems graduate admissions staff may be having in processing and interpreting submitted transcripts that may differ from typical transcripts in any of several ways. For example, some colleges provide no scaled grades for courses taken, only a "pass" notation; others submit lengthy narrative descriptions of achievement instead of grades; still others send transcripts containing large blocks of credit for "experiential learning," "by examination," "prior learning credit," etc. We are interested in learning what effects, if any, these kinds of transcripts have in the graduate admissions procedures of your university. Will you help us?

1. Number of applications received annually:

2. Number of applicants offered admission:

3. Have you experience with/seen:
   # per year? where from? what done? problems?

   a. Credit by examination:

   b. Blocks of credit for prior learning (noncollege):

   c. Credit for field or work experience:

   d. Narrative transcript:

   e. Pass/fail grading:

4. If you compute a quality-point average for your applicants what happens?

5. Special procedures? or understandings?

Problems:
a. credit by examination:
b. blocks of credit for prior learning (noncollege):
c. credit for field or work experience:
d. narrative transcript:
e. pass/fail grading:

6. What colleges particularly give you trouble?

7. What actually happens in your admissions committee meetings? Can you give me a feel for the process? What happens to applicants from weaker or unfamiliar colleges?

8. How important are transcripts, really?

9. What might be a better scheme, or improvement in transcripts in general, to increase the effectiveness of interschool communications? What improvements could you suggest in transcript design, in content, in describing the qualities of candidates?

Appendix D

GODDARD COLLEGE · PLAINFIELD · VERMONT 05667

GUIDELINES FOR READING THE ATTACHED TRANSCRIPT OF RECORD

A Brief Description of Goddard College

Goddard College was established in 1938 as a coeducational institution dedicated to applying some ideas about teaching and learning expressed by John Dewey and William Heard Kilpatrick. Central among them was the importance of helping the individual take responsibility for her or his own learning: for setting goals, making and carrying out plans to reach them, and analyzing the extent to which the goals were met. With the help of faculty advisors, students design their own curriculum and learn to evaluate their own performance. At the end of the semester, a student is expected to write a report evaluating each study undertaken and to discuss it with the teacher, who also writes an evaluation of the student's work. From the beginning, Goddard has used this kind of self- and teacher-evaluation in place of figure or letter grades. The transcript of record is an abstract of these detailed evaluations written by the student and by her or his teachers.

As an experimental college constantly examining what and how well it is doing and seeking fresh and more effective ways of engaging in the teaching/learning process, Goddard has developed over the years four major degree-granting programs: the Resident Undergraduate Program (the original college), the Adult Degree Program, the Goddard Experimental Program in Further Education, and the Goddard Graduate Program. The first three grant the Bachelor of Arts degree; the last the Master of Arts degree. In addition there are three programs with smaller enrollments that grant a Master of Arts degree in special fields, a Master of Fine Arts program, an upper-division undergraduate program that grants the Bachelor of Arts degree, and a handful of special 12-week summer programs that offer intensive, specialized study in a number of fields at graduate and undergraduate levels.

All of Goddard's programs provide students with opportunities to apply what they have learned in concrete situations through field study, on-the-job practice, apprenticeship, and the like. Sometimes the experience takes place during a nonresident term; sometimes it takes place within commuting distance of the campus while the student is in residence. In every case, the student reflects on the relationship between theory and practice in discussions, correspondence, phone conversations, and other communications with her or his faculty advisor throughout the term.

The Adult Degree Program

The transcript to which this sheet is attached represents work done in the Adult Degree Program. ADP is designed for mature adults. Semesters are six months in length. They begin and end with a two-week period in residence. In the intervening months, the student carries out an independent study project planned in consultation with a faculty advisor at the beginning of the semester. The advisor supervises the student's work regularly through letters, tapes, review of written materials, phone calls, and occasionally face-to-face visits. During the residency period, students attend a series of intensive seminars on a variety of liberal arts subjects, in addition to reviewing with their advisors the work of the semester just completed and planning a study for the semester to follow. Eight successfully completed semesters are required for the Bachelor of Arts degree, at least 3 of which must be taken as a Goddard student.

GODDARD COLLEGE, Plainfield, Vermont Permanent Student Record, page 1

Student: SAMPLE TRANSCRIPT (fictitious name and dates)

Mary Jones Change of name (if any)

Current address (if changed):

Address at entrance: Plainville, Idaho

Birthplace and date: Milwaukee, Wisconsin/August 17, 1929

Parents' names:

Husband or wife: John Jones

Secondary school(s) attended and dates: Cranberry High School, Milwaukee, Wisconsin 1943-46

Dates attended Goddard: January, 1970 - July, 1972 Secondary School Graduation: June, 1946

Degree awarded and date: Bachelor of Arts/July 10, 1972

Left in good standing unless otherwise noted.

UNIVERSITY OF IDAHO
Smithville, Idaho
(by transcript)

1947-1949	Semester Hours
INORGANIC CHEMISTRY	2
ADVANCED INORGANIC CHEMISTRY	2
PRE-ENGINEERING MATHEMATICS	2
ANALYTIC LAB TECHNIQUES	2
CATALOGUING	3
LIBRARY SERVICE FOR CHILDREN AND YOUNG ADULTS	2
REFERENCE AND BIBLIOGRAPHY	2
BOOK EVALUATION	2
HISTORY OF NEGRO PEOPLE	3
WESTERN EUROPE	3
COMPOSITION	6
CIVIL RIGHTS FROM AMERICAN REVOLUTION	6

ONE SEMESTER OF CREDIT GRANTED FOR THE FOLLOWING EXPERIENCES:

1954-1960
Librarian at the Smithville Elementary School in Smithville, Idaho
For eight years she carried out the task of organizing and developing a library at the Smithville Elementary School in Smithville, Idaho. The former principal of the school comments: "While taking a course in library science at the University of Idaho, she did an outstanding job...She organized, scheduled, and taught mother volunteers library procedure. When she was appointed librarian of the Smithville Free Public Library, she continued to be of assistance to the school and is always available to assist us...She is vitally interested in helping students on all levels to increase their knowledge and encourages them to do so. The quality of her work is recognized not only in the town of Smithville but throughout the state of Idaho. She is making a great contribution to the field of education which certainly constitutes extraordinary educational endeavors."

1960-1970
Head Librarian at the Smithville Free Public Library in Smithville, Idaho
For more than ten years she successfully performed her duties as head

librarian at the Smithville Free Public Library. Her current responsibilities include selecting, training, and supervising a staff of seven persons (as well as overseeing the work of another employee who tends a small local library); buying all books and related material; planning programs (for all age groups from preschoolers to the aged); all administrative duties; arranging lectures; planning exhibits and science fairs; planning expanded services; assisting with plans for a new library; supervising Youth Corps workers as part of the Outreach Program; attending pertinent meetings at local, state, and regional levels; coordinating library activities with community activities.

The current Chairman of the Smithville Library Board comments: "She has done a remarkable job as librarian in the Town of Smithville, Idaho. Our library has continued to grow under her direction, and the programs she has instituted have been enthusiastically received by our town's people. One of the prerequisites for Smithville to receive state aide for libraries is that we have a librarian with proper academic credentials. Because of Ms. Jones' high caliber of work, devotion to duty, and the high esteem in which she is held, this qualification was waived. As Chairman of the Smithville Board, I cannot fully express our sincere appreciation for Mary's efforts."

Jones is an active member of the Idaho Library Association, and is Chairwoman of the Advisory Board of the Midwest Interrelated Library Services.

GODDARD COLLEGE

	Semester Hour Equivalents
Semester I January - July 1970 EVOLUTION OF INJUSTICE IN THE AMERICAN LAW (independent study)	15

The major part of Ms. Jones's study involved reading about the foundations of English common law and American constitutional law in order to answer the question: "How did a legal system based on the democratic ethic come to be a shelter for the wealthy and powerful, and an oppressor to the poor?" Realizing that the legal system is but one institution reflecting the overall values of the society, she examined her reading to include the entire political system and social order. Ms. Jones submitted regular written analyses on the reading.

The study advisor writes: "Mary read thoroughly and carefully several of the principal authors on American political and judicial theory. She took indepth notes...interspersed with her comments and questions. The questions she raised were fundamental to the process of legitimation that a democratic society must continually undergo: guaranteed rights, methods of representation, forms of redress, etc...She began to write fluid and literate responses to the readings she was doing..."

Partial bibliography: Pound, An Introduction to the Philosophy of Law; Commons, The Legal Foundations of Capitalism; Hamilton, Madison, Jay, The Federalist Papers; Cahn, The Sense of Injustice; Tussman, Obligation and the Body Politic.

GODDARD COLLEGE, Plainfield, Vermont Permanent Student Record, page 3

Student: Mary Jones SAMPLE TRANSCRIPT (fictitious name & dates)

	Semester Hour Equivalents
Semester II July 1970 - January 1971 LEARNING AND SOCIAL PSYCHOLOGY (independent study)	15

Following preliminary reading, Ms. Jones wrote two papers: "Some Theories of Extinction" and "Aspects of Autism."

She describes her work: "The writing of each paper involved extensive research...and required a coherent synthesis of the material into an informative, original product...

"I learned a great deal about learning theory and developmental psychology. The two papers I wrote clarified my conceptions of what constituted research material on highly technical and specialized areas. In short, I became familiar with new and different material and gained proficiency in writing research papers."

Her study advisor writes: "I think that the strongest aspect of the study was the actual papers that Mary produced...Mary mentioned that she had never written this type of formal psychology paper (APA style), and yet they were excellent. She tackled a complex, dry, and relatively unexciting area (Learning and Extinction), and produced a fine high quality paper...

"Her research, thought, and approach to the topics was fine in both cases. Her first presentation lacked certain style elements that were corrected in her second paper. Specifically, Mary would quote a study and not fill in the reader on its contents sufficiently. She corrected this deficiency...

"It appears to me that Mary is adept in handling all the areas of undergraduate psychology studies..."

Bibliography: Hilgard and Bower, Theories of Learning; Deese and Hulse, The Psychology of Learning; Kimble, Hilgard and Marquis' Conditioning and Learning; Skinner, Science and Human Behavior; Hebb, The Organization of Behavior; Mussen, Conger, and Kagan, Child Development and Personality; Achenbach, Developmental Psychopathology; Rebelsky and Dorman, Child Development and Behavior; Bettelheim, The Empty Fortress; Rimland, Infantile Autism; Festinger, A Theory of Cognitive Dissonance; and numerous related articles.

Semester III January - July 1971 DEVELOPMENTAL PSYCHOLOGY (independent study)	15

Ms. Jones read in developmental psychology and wrote short essays on what she had read.

Her advisor comments: "The student brings a sharply critical view to her readings, enabling her to discover the weaknesses in the arguments she encounters. She is not a passive recipient of

Semester Hour Equivalents

information; hence, she will examine new information in detail and analytically before accepting it.

"The student familiarized herself with important theorists in the field of child development."

Bibliography: Baldwin, Theories of Child Development; Piaget, Language and Thought of the Child, Science of Education: Psychology of the Child; Erikson, Childhood and Society; Werner, Comparative Psychology of Mental Development.

PRACTICE TEACHING & METHODS & MATERIALS OF TEACHING SECONDARY SCHOOL ENGLISH

From January to March 1971, Ms. Jones was a practice teacher at the Group School in Wells, Idaho (Circa 400 clock hours). The Group School is an alternative high school for working class youth with truancy problems, criminal records, or other disadvantages. The program is designed to provide for academic, vocational and emotional growth. Ms. Jones helped design and teach a Creative Writing Class. She worked individually with five students on their writing skills and short story pieces. She developed an evaluative format for the students to assess their learning and the teaching they experienced. She began three reading tutorials with students who were chronic truants. She participated regularly in teacher training workshops for the entire teaching staff, as well as specific training meetings for reading tutors, English teachers, and Social Science teachers. She attended schoolwide community meetings and participated in Academic Committee meetings to establish curriculum for the following term.

Her supervising teacher comments: "Mary has an energetic and lively teaching style. She transmits an excitement about her own ideas and gets excited about the ideas of her students...She is open to feedback from her students. She is non-defensive and leaves plenty of room for criticism, positive or negative.

"Mary showed interest in being trained as a counselor. She lacked experience with younger adolescents, but she was beginnning to develop counseling skills and an understanding of what makes adolescents tick.

"Mary will invest a lot of time and energy in a student if she thinks she may be able to connect with him or her. She will take real risks to involve a student in taking responsibility for his or her own growth.

"During her apprenticeship at the Group School, Mary addressed her energy, independent intelligence, and generous spirit to participation in school activities and her own learning. She is already an exciting teacher. She is well-read and knowledgeable, and made good decisions on the appropriateness of materials for the students she taught. She knows what she wants to get across; she has a sense of structure and relates in straightforward ways with both troubled and better adjusted students."

Semester IV
July 1971 - January 1972
PHOTOGRAPHY/PRINTMAKING (independent study) 15

Ms. Jones explored mixed media photographic processes as well as

PHOTOGRAPHY/PRINTMAKING cont. Semester Hour Equivalents

continuing her work in black and white photography. She read various books and articles on artistic vision and critical analysis of photography.

She wrote a paper entitled, "Photography: Realistic, Pictorial, Experimental," which describes the debate between the principal schools of thought in photography, as well as the philosophical foundations suppporting them. In it she states her reasons for thinking that Realism is the approach best suited to the photographic medium.

She attended a photography class at Franconia College and presented an exhibtion of her work.

She writes: "Because of this...study, I now have some knowledge of mixed media photographic techniques as well as a better understanding of the philosophic foundations supporting realistic, pictorial, and experimental photography. By exploring various media processes, such as gum bichromate, blue printing, inko dyes, turpentine transfers, sepia toning, and solarization techniques, I was forced to consider the relationship between the original photographic image and the process which best enhanced it."

Her advisor writes: "The show of her work...was very impressive, first as to its professional and artistic quality, and secondly as to the quantity...It was clear that it was the work of someone dedicated to photography, a person of genuine artistic talent working on a professional level. The mixed media pieces showed a nice sense of design and color, and her use of a particular photograph as the basis for several works showed a good imagination... Many of the photos were strong in terms of composition and tonal values and were definitely of professional quality."

Semester V
January - July 1972
LITERATURE AND CREATIVE WRITING (independent study) 15

Ms. Jones did extensive reading and took detailed notes on English and American literature and literary criticism, wrote short stories and poems, participated in a bimonthly New York Writers' Workshop and monthly Brandeis Book Study Group, and led a Writers' Workshop for the Women's Cultural Trust at the University of Pennsylvania in Philadelphia.

Her advisor reports: "Mary did an enormous amount of work for her culminating study, and the quality was excellent as well. She divided her work into two major parts: a broad survey of English literature and American literature, and a continuation of her work on her own short stories. For the first part she read widely in these two areas of literature, reading mainly through anthologies hitting major works. In addition, she read (along with the primary materials)

Student: Mary Jones SAMPLE TRANSCRIPT (fictitious name and dates)

in literary history for each of the major periods. It by no means was, or could have been, anything like an exhaustive reading study, nor was it meant to be.

"She set out to acquaint herself with some major works and some major literary ideas from a broad range of literary history...She kept an enormously rich and lengthy journal of notes, information, and responses to the materials read...

"In the second part of the study Mary worked on her short fiction (and some poetry) which she has been writing now for three semesters... Her writing has made real advances in terms of character development, range, and overall interest. Over the last year and a half, Mary's work has moved away from a somewhat narrow semi-autobiographical focus and into the larger realm of the imaginative world and its characters...

"Along with this development there have been other gains this cycle. Mary is more disciplined now and, consequently, is more confident about her commitment to writing; she has come a long way as a severe critic/editor of her own work; she has gotten a short story accepted for publication in Cimarron Review, and because of her extensive reading, she is more aware of the cross-nurturing process that goes on between reading works that have stood the test of time and writing.

"It has been an excellent cycle's work: it more than meets our concern for quantity and it is also quality work. Mary has come a long way in three cycles as a student of literature and writing, and she is to be congratulated for her efforts and her success."

Bibliography: Baugh and McCleiland, English Literature - A Period Anthology; Bradley, Sculley, Beatty, Croom, and Long, The American Tradition in Literature; Drew, Poetry; Heinery, Recent American Literature; Holman, A Handbook to Literature; Lawrence, D.H., Studies in Classic American Literature; Smith, American Literature.

NOTE: Material in the sample transcript comes from the actual records of several students. It has been chosen to illustrate how we report (1) different fields of study and (2) pre-Goddard learning experiences outside a formal classroom setting.

Transcript is official only when official signature and seal appear on final page.

SIGNED..... .....(title)

for the college, at Plainfield, Vermont; date.....

ALVERNO COLLEGE
Milwaukee, Wisconsin

GUIDELINES FOR READING OFFICIAL TRANSCRIPT

The official Alverno College academic transcript consists of:

A Record of Achievement: A chronological record of all courses successfully completed, including a record of demonstrated competence
A Statement of Evaluation: An overall assessment of the student's academic career at Alverno College prepared by her major department

As the final report of demonstrated achievement which defines the Alverno College degree, this academic transcript reflects the importance the college attaches both to the mastery of content and to the ability to use knowledge effectively.

DEGREE: An Alverno degree is awarded when a student has completed a program of study which includes accomplishment in required areas of knowledge (including general education and major and supporting areas of concentration) integrated with achievement of required levels of competence in all of the following eight areas:

- Effective communications ability
- Analytical capability
- Problem solving ability
- Facility in forming value judgments within the decision-making process
- Effective social interaction
- Understanding of individual/environment relationships
- Understanding of the contemporary world
- Educated responsiveness to the arts and humanities

The degree is based upon Units (Competence Level Units) achieved through demonstration of competence at general and specialized levels.

For graduation from a baccalaureate program all students are required to achieve a total of 40 Units:
32 general Units—4 in each of the above eight areas, and
8 specialized (or advanced) Units selected from the above eight and integrated with areas of concentration

In the departments of Music and Medical Technology some advanced Units are earned in a professional competence area.

COURSES: Courses are recorded by title and semester hour. Each course is followed by a list of the competence(s) in which the student demonstrated successful achievement within that course. To meet the standards set for achieving a Unit, the student must demonstrate competence in a specified number of areas. It does not seem necessary to include this complex recording procedure on a transcript. However it is important for the reader of the transcript to know that this record lists only courses and competences in which achievement is demonstrated and that the achievement of 40 Units establishes a student's eligibility for graduation.

Semester Hours: A record of semester hours is provided for most courses to facilitate comparison with courses from other institutions. In some instances it is not feasible to record semester hours; these are noted on the attached transcript as follows:
—Units were achieved through external assessment (see below)
—Communication laboratory work was integrated with other course(s) during the semester
—Field work was cumulative over several semesters; semester hour(s) was recorded during final semester only

EVALUATION: The College requires all students to meet the standards established by faculty and departments for mastery of content and demonstration of ability to utilize knowledge. In all courses listed on the official transcript the student met these standards. Courses in which the student did not meet these criteria are not recorded.

Evaluation or assessment of student ability by faculty, external assessors, and the student herself, is integral to the Alverno program of study. The majority of assessment takes place under the direction of the instructor based upon established criteria. Where assessment is external to a course, it is conducted through the Assessment Center by teams of assessors according to college criteria and standards. The notation, Assessment Center, on the attached transcript refers to this latter type of assessment.

Alverno College faculty in the student's major and supporting areas of concentration evaluate her overall academic achievement. This evaluation—the second section of the official transcript—replaces letter grades for individual courses and reflects areas of special strength and areas requiring further development.

NAME JONES, Marilyn

OFFICIAL RECORD OF ACHIEVEMENT

ALVERNO COLLEGE, MILWAUKEE, WISCONSIN

STUDENT NO

DATE ENTERED September 1973

ADDRESS

PARENT OR GUARDIAN

ADDRESS

DATE OF BIRTH PLACE

HIGH SCHOOL

Sample

MAJOR AREA OF CONCENTRATION Psychology SUPPORT AREA Management

DEGREE Bachelor of Arts DATE Dec. 18, 1976

Sem.	Yr.	Dept.	Course	Title/Competence	Sem.Hrs
1	73	Pl	003	Perspectives in Philosophy Communication Analysis Arts and Humanities	4
1	73	Psy	011	General Psychology Analysis Problem Solving Valuing	4
1	73	So	051	Foundations in Sociology Analysis Problem Solving	4
1	73			Assessment Center Communications Social Interaction Contemporary World	*
2	73	En	050	Poetry and Fiction Analysis Valuing Arts and Humanities	2
2	73	Pl	056	Value Philosophy Analysis Valuing Arts and Humanities	4
2	73	Psy	100	Develop. Psyc & Human Learning Analysis Problem Solving Contemporary World	4
2	73	Psy	149	Gestalt Therapy	1
2	73	Rl	001	Intro to Hebrew Scripture Valuing Arts and Humanities	2
2	73	SI	052	Social Interaction Analysis	2
2	73			Assessment Center Environment	*

* External Assessment
** Communication Laboratory
*** Field Work

Sem.	Yr.	Dept.	Course	Title/Competence	Sem.Hrs.
1	74	Cm	013RG	Effective Communication Reading Graphs	1
1	74	Cm	013G	Effective Communication Graphing	1
1	74	Cm	013L	Effective Communication Listening	1
1	74	Cm	013R	Effective Communication Reading	1
1	74	Cm	013W	Effective Communication Writing	1
1	74	Hs	050-C	World History--China Analysis Contemporary World Arts and Humanities	4
1	74	Pr	032	Problem Solving Approach Problem Solving	1
1	74	Psy	130	Experimental Psychology Problem Solving Valuing	4
1	74	Rl	115	Theology of Liberation Communication Contemporary World	2
1	74	SI	052	Social Interaction Analysis Social Interaction	1
1	74	SSc	050	Individual Decision Making Problem Solving	1
2	74	Ad	110	Accounting Problem Solving	4
2	74	AH	084	Visual Art Arts and Humanities	1
2	74	Hs	117	U.S. History since 1877 Analysis Social Interaction Contemporary World Arts and Humanities	4

NAME JONES, Marilyn

STUDENT NO.

OFFICIAL RECORD OF ACHIEVEMENT

ALVERNO COLLEGE

Sample

Sem.	Yr.	Dept.	Course	Title/Competence	Sem. Hrs
2	74	Psy	120	Small Group Behavior Communications Social Interaction Environment	4
2	74	Psy	189-P	Human Effect. Training Practicum Social Interaction	1
2	74	Psy	189-W	Human Effect. Training Workshop	2
2	74	So	105	General Anthropology Communications Environment	4
2	74			Assessment Center Social Interaction	*
S	75	Psy	125	Pers. Theory & Beh. Disorders	4
1	75	Ad	100	Principles of Management Analysis	4
1	75	Be	150	Complex Organizations Social Interaction	4
1	75	MAf	130	Public Policy Analysis Environment	4
1	75	Mt	028	Introductory Analysis	4
1	75	Psy	170	Environmental Psychology Environment	4
1	75	Psy	193-F	Personnel Data Analysis--OCEL Problem Solving	2
2	75	Be	053-B	Behavioral Sc. Res./Stages 3,4,5	2
2	75	Mgt	125	Econ. Environ. Organization Analysis	3
2	75	Mgt	193-B	Foundry Mgt. Trainee--OCEL Analysis	4
2	75	Mt	052	Calculus 1	4
2	75	Psy	189-A	Designing Psychology Lab	3
2	75	Psy	189-B	Analyzing Penal System Environment	2
S	76	En	121	Use and Abuse of Language Communications	6
S	76	Psy	189-A	Designing Psychology Lab Problem Solving	2
S	76	Psy	189-B	Analyzing Penal System Environment	4
1	76	Ed	045	Career Search	1
1	76	En	189-A	Communication as Process Communication	1
1	76	Mgt	140	Marketing Principles & Management Analysis	3
1	76	Mgt	190-A	Managerial Problem Solving Social Interaction	3
1	76	Psy	145	Physiological Psychology	4

TOTAL UNITS ACHIEVED

Communication	5 Units
Analysis	5 Units
Problem Solving	6 Units
Valuing in Decision Making	4 Units
Social Interaction	5 Units
Understanding Environment	6 Units
Understanding Contemporary World	5 Units
Responsiveness to Arts and Humanities	6 Units

GRADUATION REQUIREMENTS 40 Units

Major Area of Concentration:	Psychology
Support Area:	Management
Related Area:	Communications

NAME JONES, MARILYN

STUDENT NO.

OFFICIAL STATEMENT OF EVALUATION

ALVERNO COLLEGE

Sample

This evaluation of Marilyn Jones' academic work is organized according to abilities identified by the faculty of her major area, psychology, as those capabilities which should characterize an undergraduate major in this area. Ms. Jones' management and communication studies have been integrated with her work in psychology.

Ms. Jones demonstrated her ability to analyze human behavior by making effective use of several theoretical frameworks to understand and explain behavior. She was able to employ her knowledge of various areas of psychology to explain inconsistencies in human behavior. As a result of her ability to couple psychology and management, she was also able to choose an effective supervisory style to deal with the inconsistencies observed.

One of her strongest areas was her ability to make relationships. Ms. Jones clarified ideas well and then employed these in analyzing other ideas and situations. She was a good questioner and has become a careful and critical reader. She was able to pull together data from diverse areas and to synthesize it.

Although she may at times have overgeneralized on the basis of limited information, her willingness and ability to expand her thinking to include new areas has proved an important strength and one in which a considerable amount of creativity has been exercised.

She was also able to make and implement relationships between means and goals and to specify responsibility for achieving outcomes. These abilities were particularly evident when she managed several on-campus projects and in her off-campus field experience in inventory control at a local foundry. In both cases she clearly defined the goals and objectives of the projects and worked at gaining the commitment of all the people involved before she planned the necessary actions to take. At the same time, she is aware of her need to develop her ability to prioritize when faced with conflicting time demands.

In working with others she was able to reflect on her own behavior and to improve her effectiveness as a result. She sometimes tended to be unduly affected by what other people communicated to her and needed to develop perspective in interpersonal situations.

Her ability to employ scientific methodology as practiced in psychology involved demonstrated ability to gather data systematically and to establish what information she needed. She has also been able to use data collected even when it was not what she had intended or predicted.

Of all her demonstrated abilities, communication was perhaps the strongest. She has a well developed and organized oral capability. She communicated very complex and confusing ideas in a clear, coherent manner and responded well to questions. She used visual materials effectively. In writing, she was also very effective. She used examples and developed her ideas in a well organized manner. She captured the essence of an idea and communicated it succinctly, both verbally and symbolically. She searched for ideas and materials very imaginatively and made use of materials originally designed for one purpose, for her own needs. In effect, she perceived multiple uses for things.

PRATT INSTITUTE
BROOKLYN, NEW YORK
OFFICE OF THE REGISTRAR

EXPLANATORY NOTE

GRADE EXPLANATION

The following grades are included in the calculation of grade point averages:

ADR	QUALITY POINTS PER CREDIT	DEFINITION
	4	Excellent: the student has consistently demonstrated outstanding ability in the comprehension and interpretation of the content of the course.
B	3	Above Average: the student has acquired a comprehensive knowledge of the content of the course.
C	2	Acceptable: the student has shown satisfactory understanding of the content of the course.
D	1	Less Than Acceptable: the student has lacked satisfactory understanding of some important respects.
F	0	Failure: the student has failed to meet the minimum standards for the cours.
INC	0	Incomplete: a designation given by the instructor only on the written requ of the student and if the student has been in regular attendance, has satisf all but the final requirements of the course, and has furnished satisfactor proof for not completing the work because of illness or other circumstances beyond control. The student must understand the terms necessary to fulfill the requirements of the course and the date by which work must be submitted. If the work is not submitted by the understood date of submission-not exceed ing the end of the following term-the Incomplete will be converted to a failure.
NR	0	No Record: given for either unreported withdrawal from a course or an unreported grade. Converted to a grade of F if not resolved within one month after the beginning of the following term. If an unreported grade is due to failure to correct registration, a change of program form plus course addition fees are required in order to secure grade on academic records.

following grades are not included in the calculation of grade point averages:

	Pass: indicates that the student's achievement was satisfactory to assure proficiency in subsequent courses in the same or related areas. The P grade does not affect the student's scholarship index. The P grade is to be assigned only if the following situations are applicable: the instruct has first received approval to award P grades for a specific course from the Office of the Provost, or a student is matriculated in the School of Architecture.
	Unsatisfactory: the student has not demonstrated proficiency. (School of Architecture only)
CR	Credit: indicates that the student's achievement was satisfactory to assure proficiency in subsequent courses in the same or related areas. The CR grade does not affect the students scholarship index. The CR grade is to be assigned only if the following situations are applicable: the student is matriculated in the Integrative Studies Program, or the student enrolled in any course offered by a school other than the one in which the student is matriculated and has requested from the instructor at the start of the term a CR/NCR option as final grade for that term. (Does not apply to Liberal Arts courses within the School of Liberal Arts and Sciences).
NCR	No Credit: the student has not demonstrated proficiency. (Integrative Studies Program only).
WD	Withdrawal from a registered class. Indicates that the student was permitted to withdraw from a course in which the student was officially enrolled. WD has no credit value and does not affect the student's [illegible]

AU	Audit, no credit. An audited course may not be taken subsequently for credit.
INX	The student has not demonstrated proficiency, but may do so by the end of the following term in consultation with the instructor. During the following term, any outstanding INX credits should be considered as part of the total academic work load.
IP	In Progress. Used only for a graduate student thesis or project which is progressing satisfactorily. It must be completed within one year of the start of the semester in which it was begun; however, under special circumstances, and with the written approval of the School Dean an additional time period of up to a second full year may be permitted. The student must register and pay the Institute's registration fee for each additional semester in which he continues his work; in addition, for each semester of the second year, he must pay an administrative fee of $50.
NI	(Spring 1970 only) No Information. Does not carry quality points and does not automatically become an F (failure).

SEMESTER HOUR DEGREE CREDIT AND GRADE POLICIES

Graduate Students Only: after December 1956, D is a Failure and C is the lowest passing grade.

All Students: after Fall 1966, FW (withdrawal under penalty of failure) was replaced by a Failure (F). FW is computed in index as F.

ACADEMIC DISTINCTION

3.0 TERM index: Dean's list
CUM index: graduation with honors*

3.6 TERM index: President's list
CUM index: graduation with highest honors*

* To be considered for honors, a student must have completed a minimum of 50% of degree credits at Pratt.

CREDIT: Each term is a minimum of 15 weeks; special sessions are of variable length. In courses which are passed, a credit is earned for each period (50 minutes) of lecture or recitation, and for approximately one and one-half periods of laboratory or studio work each week throughout one term or the equivalent throughout the sessions. Each credit a student carries requires not less than three hours of preparation per week, including lecture and recitation, laboratory and studio work, and homework.

COURSES TO BE REPEATED: An undergraduate must repeat all required courses in which F is the final grade and may be required by the curriculum head with approval from the dean of the school to repeat any course in which D is the final grade. Only the subsequent grades earned will be counted in the scholarship index.

PASS/UNSATISFACTORY: Effective as of the fall 1969 semester, the undergraduate School of Architecture converted its letter grade system to Pass/Unsatisfactory for all matriculated Architecture students registered in courses offered by the school. Prior to fall 1975, the graduate School of Architecture utilized a combined letter grade/Pass grading system. Effective as of the fall 1975 semester, the graduate School of Architecture standardized its grade system to Pass/Unsatisfactory.

CERTIFICATE CREDIT: As of October 15, 1974, the certificate credit programs of the New York Phoenix School of Design were merged with Pratt Institute. For the purpose of evaluation, certificate credit is valued at 2/3 that of degree credit.

ACADEMIC RECORD

Social Security Number-[redacted]

DATE DEGREE AWARDED

PRATT INSTITUTE
BROOKLYN, N.Y.

DATE OF BIRTH: 6-4-55

TERM ENTERED: Spring - '74

NON-MATRICULATED

MATRICULATED: Spring - 1974

SCHOOL AND DEPARTMENT: The School of Architecture
February - 1974

LAST NAME [redacted] FIRST [redacted] MID. IN. [redacted]

CHANGE OF ADDRESS [redacted]

BASIS OF ADMISSION: Idaho State University

ACADEMIC ACTION

TRANSFER CREDITS

Idaho State Univ	
Eng 103	3Cr
CH 301	3Cr
PE 103	1Cr
Free Elec	7Cr
SS ele	3Cr

GRADE EXPLANATION

A—Excellent	Inc—Incomplete
B—Good	IP—In Progress
C—Passing*	NR—Grade Not Reported
D—Lowest Passing Grade*	WD—Withdrew without penalty
F—Failure	P—Passing
CR—Credit	QP—Quality Points
Aud.—Audit—no credit	SHA—Sem. Hrs. Attempted
U—Unsatisfactory	

* *Graduate Students only*: After December, 1956, D is a failure and C is the lowest passing grade.

GRADE SCALE

A.....4 C.....2
B.....3 D.....1
F.....0

Subjects	Grade	Credits	Term Index	Cum Index
[redacted]			1A 2/74	
ARCH101 DESIGN	P	4		
ARCH107 HIST OF ARCH	P	2		
ARCH111 BIONICS	P	2		
ARCH112 ECOLOGY	P	2		
ARCH113 MEDIA COMM	P	2		
ENGL101 ENGL COMP	B	3		
PE 110 SENSORY AWARE	P	1		
TOTAL CREDITS ATTEMPTED	16			
[redacted]			1A 9/74	
ARCH102 DESIGN	P	5		
ARCH103 TECHNICS	P	3		
ARCH108 HIST OF ARCH	P	2		
ARCH203 STAT X STR	WD			
ARCH213 MEDIA COMM	P	2		
ARCH217 COMMUNITY SCI	P	2		
PE 203M PHYS ED	A	1		
TOTAL CREDITS ATTEMPTED	31			
[redacted]			1A 2/75	
ARCH114 MEDIA COMM	P	2		
ARCH201 DESIGN	P	5		
ARCH203 STATICS STR	P	3		
ARCH211 LIFE SUPP SYS	P	3		
ARCH215 MATERIALS	P	3		
ARCH305P HOMEMADE CTLS	P	2		
TOTAL CREDITS ATTEMPTED	49			
[redacted]			1A 9/75	
ARCH202 DESIGN	P	5		
ARCH204 STRUCTURES	P	3		
ARCH212 LIFE SUPP SYS	P	3		
ARCH214 MEDIA COMM	P	2		
ARCH304P HOMEMADE ARCH	P	2		
ARCH310P ARCH ALTERN	P	2		
PHIL265 AESTHETICS	B	2		
TOTAL CREDITS ATTEMPTED	68			
[redacted]			1A 76/2	
ARCH104 TECHNICS	P	3		
ARCH216 MATERIALS	P	3		
ARCH301 DESIGN	P	5		
ARCH230C MACRO-PLANNG	P	3		
ARCH241C PLAN MGT LECT	P	2		
ARCH410P ENVIR IMPACT	P	2		
TOTAL CREDITS ATTEMPTED	86			
[redacted]			1A 76/6	
ARCH210C MAN ENVIR	P	3		
PHOT207A ARCH PHOTO	A	2		
TOTAL CREDITS ATTEMPTED	91			
[redacted]			1A 9/76	
ARCH313 FOCUS ENVIRON	P	2		
ARCH220C DESIGN	P	5		
ARCH222C TRANS MVT	P	3		
ARCH240C PLANNING MGT	P	3		
ARCH371V. INDEP STUDY	P	3		
CH 405 AM HST CULT	C	3		
SS 202 INTRO ECON	B	3		
TOTAL CREDITS ATTEMPTED	113			

Subjects	Grade	Credits	Term Index	Cum Index
[redacted]			1A 2/77	
ARCH201C DESIGN	P	5		
ARCH208P HIST OF ARCH	P	2		
ARCH372V. INDEP STUDY	P	3		
PHOT201 PHOTO 1A	B	2		
PE 204M PHYS ED	A	1		
PHIL 308 CONTEMP PHIL	B	3		
TOTAL CREDITS ATTEMPTED	129			
[redacted]			1A 9/77	
ARCH [illegible] STRUCTURES	P	3		
ARCH202C DESIGN	P	5		
ARCH254P. PORTFOLIO DEV	P	3		
PHOT202 PHOTO II	B	2		
PHIL 321 EXISTENTIALSM	C	3		
TOTAL CREDITS ATTEMPTED	145			

Date: Semester Hours completed: Q.P.A.:

Resident Instruction				Proficiency Examinations					Special Assessment-Evaluator		
Course No.	Course Title	SH	GR	Type	Name of Examination	SH	%ILE	GR	Subject Area	SH	GR
	1962-1963			CLEP	CLEP: GENERAL EXANS: 1975				SPECIAL ASSESSMENT		
MAT 107	College Algebra	3	C		English .	6	88%	615	Avionics Fundamentals, Class A Course		
MAT 108	Trigonometry	3	C		Natural Sciences	6	99%	736			
					Humanities	6	81%	589	Electronics	4	CR
					Social Sciences-History	6	93%	645	Electronic Circuits	4	CR
	1975										
				CLEP	CLEP: SUBJECT EXANS: 1975				Credit granted is based on the recommendations of the Commission on Accreditation of Service Experiences (CASE).		
MG 344	Public Relations	3	A								
MK 321	Advertising Prins	3	A								
QA 305	Quant Managerial Tech	3	A		Computers & Data Processing	3	99%	80			
MG 578	Business Policy	3	A		Intro to Bus. Mgmt	3	94%	67			
					Intro Accounting	6	95%	69	INDIVIDUAL ASSESSMENT		
					Intro Marketing	3	99%	73			
									Pulse and Digital Circuits	3	CR
				CLEP	CLEP: SUBJECT EXANS: 1975				Computer Design	4	CR
									Switching Theory	6	CR
					Intro Business Law .	3	78%	60	Data Structures	3	CR
					Analy & Intrp of Lit	6	96%	67			
					American Government	3	66%	55	Evaluator: _____		
					Money and Banking	3	95%	69	___ Associate Professor of Electrical Engineering		
				CLEP	CLEP: SUBJECT EXANS: 1975						
					Western Civilization	6	69%	55			
					Geology	6	74%	57			

Evaluation Date	August 13, 1975	December 26, 1976		
Sem. Hr. Earned - Q.P.	110 - 36	42 - 24		
Q.P.A.	3.0000	4.0000		
Total Sem. Hr. Earned - Q.P.		152 - 60		
Cumulative Q.P.A.		3.3333		

Date: Semester Hours completed: Q.P.A.:

Resident Instruction				Proficiency Examinations					Special Assessment-Evaluator		
Course No.	Course Title	SH	GR	Type	Name of Examination	SH	%ILE	GR	Subject Area	SH	GR
				CLEP	CLEP: SUBJECT EXAMS: 1975				INDIVIDUAL ASSESSMENT		
									General Physics	8	CR
					General Psychology	3	72%	56	Evaluator:_____		
					General Chemistry	6	71%	54	____ Assistant Pro-		
					Intro Microeconomics	3	96%	68	fessor of Physics		
					Intro Macroeconomics	3	96%	96			
					Statistics	3	74%	58			
					Biology	6	80%	60			
					Intro Sociology	6	96%	67			
					American Literature	6	59%	52			

Evaluation Date				
Sem. Hr. Earned – Q.P. – Q.P.A.				
Total Sem. Hr. Earned – Q.P.				
Cumulative Q.P.A.				

STUDENT # TITLE NAME | DATE OF BIRTH

STREET AND NO. | SOCIAL SECURITY NO.

CITY AND STATE | PLACE OF BIRTH

BASIS OF ADMISSION

PROGRAM

SACRED HEART UNIVERSITY
BRIDGEPORT, CONN. 06604

TITLE OF COURSE	CATALOG # & SECTION	CREDIT VALUE	SEMESTER	GRADE	CREDITS EARNED	QUALITY POINTS
LIFE-WORK EXPERIENCE CREDIT 3-25-75	001	0.0			0.0	0.0
DEPARTMENT OF FINE ARTS	002	0.0			0.0	0.0
ART IN THE WESTERN WORLD	003	P/F		P	3.0	0.0
FINE ARTS MUSIC	00[illegible]	P/F		P	6.0	0.0
DEPARTMENT OF LANGUAGE	00[illegible]	0.0			0.0	0.0
ITALIAN LITERATURE	006	P/F		P	24.0	0.0
DEPARTMENT OF SOCIOLOGY	007	0.0			0.0	0.0
SOCIOLOGY	008	P/F		P	3.0	0.0
DEPARTMENT OF BUSINESS	009	0.0			0.0	0.0
ACCOUNTING	010	P/F		P	24.0	0.0
MANAGEMENT	011	P/F		P	21.0	0.0
ECONOMICS	012	P/F		P	3.0	0.0
CONVERSATIONAL ITALIAN	IT 102 AA	3.0	SP 67	B+	3.0	10.5
ITALIAN COMPOSITION & GRAMMAR I	IT 101 A	3.0	FA 67	A	3.0	12.0
ITALIAN COMPOSITION & GRAMMAR II	IT 102 A	3.0	SP 68	B	3.0	9.0
SURVEY OF AMERICAN LITERATURE	EN 252 A	3.0	SP 74	A	3.0	12.0
AGE OF ENTERPRISE, 1877-1929	HI 273 A	3.0	SP 74	B	3.0	9.0
AMERICAN FEDERAL GOVERNMENT	PO 211 A	3.0	SP 74	B+	3.0	10.5
INTRODUCTION TO AMERICAN STUDIES	AS 101 A	3.0	FA 74	A	3.0	12.0
SHAKESPEARE	EN 265 A	3.0	FA 74	A	3.0	12.0
SOCIAL PSYCHOLOGY	PS 215 Q	3.0	FA 74	C+	3.0	7.5
MODERN COLLEGE MATHEMATICS I	MT 001 A	3.0	SP 75	C	3.0	6.0
AMERICAN PHILOSOPHY & CULTURE	PH 322 A	3.0	SP 75	B	3.0	9.0
INTRODUCTION TO THE STUDY OF RELIGION	RS 101 A	3.0	SP 75	A	3.0	12.0
UNITED STATES HISTORY TO 1865	HI 121 D	3.0	SU 75	A	3.0	12.0
UNITED STATES HISTORY SINCE 1865	HI 122 IS	3.0	SU 75	A	3.0	12.0
HEREDITY AND SOCIETY	BI 007 A	3.0	FA 75	B	3.0	9.0
ENGLISH SEMINAR ISAAC BASHEVIS SINGERS	EN 391 A	3.0	FA 75	A	3.0	12.0
AMERICAN COLONIAL FOUNDATIONS, 1607-1783	HI 271 A	3.0	FA 75	B+	3.0	10.5
STATE & LOCAL GOVERNMENT	PO 212 A	3.0	FA 75	A	3.0	12.0
SENIOR SEMINAR - AMERICAN STUDIES	AS 399 A	3.0	SP 76	B+	3.0	10.5
THE ENVIRONMENT	CH 008 A	3.0	SP 76	B	3.0	9.0
THE AMERICAN ROMANTICS	EN 256 A	3.0	SP 76	A	3.0	12.0
HISTORY OF CHRISTIAN THOUGHT SINCE 1800	RS 243 A	3.0	SP 76	A	3.0	12.0
CREDITS ATTEMPTED SEMESTER —	12.0	SEMESTER AVERAGE & TOTAL —		3.62	12.0	43.5
CUMULATIVE —	66.0	CUMULATIVE AVERAGE & TOTAL —		3.52	150.0	232.5

MINORS | ADVISOR | GOOD STANDING

HONORS: CUM LAUDE | OFFICIAL SIGNATURE

DEGREE(S) AND RANK: BACHELOR OF ARTS 05 22 76 40 OF 269 | DATE

MAJOR CONCENTRATION: AMERICAN STUDIES

NOT VALID AS AN OFFICIAL TRANSCRIPT WITHOUT RAISED SEAL OF THE UNIVERSITY

To: Registrar

From: Wendel B. Wickland
Director of Accelerated Programs

Subject: Individualized Degree Program

Date:

_____ has completed learning contracts in the Individualized Degree Program. Evaluative statements replace the usual letter grades and attest to the fulfillment of the goals of the contracts as well as to the particular strengths and weaknesses shown in their performance.

A basic premise of the Individualized Degree Program is that there are important advantages to building an educational program around a student's own needs, desires, and goals. The Individualized Degree Program sees the student's view of the world--his interests, commitments, engagements, enthusiasms, ambitions--as the starting points of learning. It does not isolate the student in an abstract intellectual world, for he brings his hopes, fears, and aspirations, his full range of emotions, to the educational venture. The Individualized Degree Program is student centered. It attempts to build a sound educational program from the starting point of the individual student and his or her life situation.

The program also tries to marshal the full array of learning resources of the institution and the community to respond to the needs of the individual student as he and his faculty advisors see them. We believe that this approach taps a larger portion of the student's energy and commitment than a more conventional program. As a result, it produces an educational program that is more meaningful to the individual student, and encourages the student to value himself and to grow as an autonomous learner.

This type of student-centered educational philosophy implies a variety of different sorts of activities and locations. One student's goals and learning styles may involve him in civic activities as part of his educational program. Another student may find himself in an internship position in science or commerce. Another student may find a great deal of his learning associated with creative artistic work. Although we retain the general goals of a liberal college education, students in our program may find themselves pursuing these goals in rather unconventional settings. The Individualized Degree Program does not assume any standard answers to the questions of when, where, and how learning is to take place. Starting with the whole person, it encourages the learner to seek knowledge and growth where they are most naturally available. The only constraint is that the learning be susceptible to evaluation and sharing.

The central academic structure of the program is a learning contract, an agreement between a faculty member and a student to pursue a learning project that they have developed in response to the student's needs, interests, and goals. The contract describes the goals of the project, the resources and procedures that are to be used, and the means by which the learning is to be evaluated. The contract records a process

of collaboration between a student and faculty member; they have taken the student's initial learning idea and have translated it into a well-planned program in pursuit of the student's goals.

The learning that has been accomplished in the completion of a contract is evaluated jointly by the student and professor. They are asked to prepare a detailed and explicit evaluation of the student's learning. They present evidence to support the claims of accomplishment, and the faculty member's signature attests to the learning for the purposes of validating the work as representing progress toward a college degree. The evaluation of a learning contract also describes the strengths and weaknesses of both the student and of the collaborative effort, and provides guidance for the student in planning future learning contracts.

When a student decides upon a major and has completed several contracts, a Degree Committee is formed. The committee consists of the student, a member of the Individualized Degree Program's core faculty, and a professor designated by the chairman of the department of the student's major. The Degree Committee is charged with the responsibility of measuring the learnings achieved by the student against the goals of the conventional degree program of the College. When the student has demonstrated at least the equivalent of the learnings involved in the conventional degree program, the degree is awarded. The Individualized Degree Program is thus engaged in a performance-based system of evaluating students' progress, a system that is nonetheless molded by the individual student involved. The program is time variable; the degree may be awarded in more or less than the conventional four years. The program is dedicated to the attempt to document learning rather than record time spent in school.

Complete contract statements and evaluations are on file and available for use in the Office of Accelerated Programs located in Grover Cleveland Hall 508. For appointments or information, call (716) 862-4328.

blm

STATE UNIVERSITY COLLEGE, 1300 ELMWOOD AVE., BUFFALO, N.Y. 14222

NAME AND PERMANENT ADDRESS OF STUDENT

DATE OF BIRTH

DATE FIRST REGISTRATION

PARENT/GUARDIAN

HIGH SCHOOL

ADDRESS

DATE GRADUATION

STUDENT NUMBER DIVISION Liberal Arts Psychology

DEGREE Bachelor of Arts DATE AWARDED May 20, 1976

COLLEGE RECORD

SEM. END	CATALOG NUMBER	TITLE	S.H.	GR.	Q.P.
		Individualized Degree Program			
8/73	MAT 124	Fund of Col Mat		CR	
8/73	PSY 101	Intro to Psychology		CR	
Fall	1973	Individualized Degree Program			
	PSY	Developmental Psychology		CR	
	ENG	Life & Works of Edgar Allan Poe		CR	
	GES	Astronomy-Solar System		CR	
	ENG	Maj Wks Charles Dickens		CR	
	FL	Elementary French		CR	
Spring	1974	Individualized Degree Program			
	PSY	Cognitive & Language Development		CR	
	ECO	Prin of Economics		CR	
	GES	Stars, Evol. & the Galaxy		CR	
	ENG	World Literature		CR	
	CD	Communication Disorders		CR	
Fall	1974	Individualized Degree Program			
	GES	Selected Constellations & Related Myths:Using the Telescope		CR	
	PSY	Sur Gen Learning Prin		CR	
	PSY	Comparative Psychology		CR	
	PSY	Personality Theories & Research		CR	
	PSY	Psychology of Women		CR	
	PS	Women & Politics		CR	
	ED & Phil	Res on Educ TV: A REview of its Psychological foundations		CR	
	PHIL	Concepts of Love & Identity		CR	
Spring	1975	Individualized Degree Program			
	PSY	Statistics		CR	
	PSY	Self-Concept Sex-Role Identity as a Function of Age		CR	
	HDFCR	An Experience in Gestalt Psychology		CR	
	PED	Kundalini Yoga		CR	
	PHIL	A Review of Research Literature on Marijuana		CR	
	STA	Technique Body Movement in relation to Mime		CR	
	BIO	Genetics		CR	
	ENG & CM	Utilization of TV to PResent Educ Concepts to Young Children		CR	
	CRS 105	Intro Creat Studies		CR	
	HPR 132	Skiing I		CR	
Fall	1975	Individualized Degree Program			
	DAN	Dance		CR	
	PSY	Advanced Devel Psych		CR	
	PS	Criminal Law and Pub Policy		CR	
	PSY	Experimental Psychology		CR	
	PED	Ballet		CR	
	CM	Anal Audience Response SEries "Benjy's Toybox"		CR	
	STA	Intro To Theatre		CR	
	DES	Rug Hooking		CR	
	PSY	Overview Abnormal Psy-Emphasis on Use of Behavior Modification		CR	
	PSY	Lit Review & Des for Problems in Aging		CR	
5/76	Spring	1976 Individualized Degree Program			
	PSY	Experimental PsyII		CR	

KEY - GRADE AND POINT SYSTEM & CODES

A-Superior, 4 Q.P.
B-Above average, 3 Q.P.
C-Average, 2 Q.P.
D-Below average, 1 Q.P.
E-Failure, 0 Q.P. & Unofficial withdrawal
F-Fail
G-Graduate credit
I-Incomplete
CR-course satisfactorily completed
S-Satisfactory
T-Cross Registration
U-Unsatisfactory
V-Advanced Placement Credit
W-Official Withdrawal
X-No grade received
L-Challenged course
N-No credit
P-Pass

This is an Official Transcript when it bears the College Seal and an official signature.

Unless statement to contrary is shown, student is entitled to Honorable Dismissal.

Director Admissions and Records